



Quest Prep Academy

**Charter School Application
November 2021**

Board of Directors

**Amy Edwards
Tyler Nelson
Jessica Ellis
Robert Marx
Mary Kavanaugh
Cameron Curry**

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Required Information

Charter School Information

1. Name of Proposed Charter School: Quest Prep Academy
2. Name of Applicant: Quest Prep Academy, Inc.
3. Authorized Agent: Amy Edwards & Tyler Nelson
4. Mailing Address: 1740 N 440 E, Provo, UT 84604
5. Phone Number: 442-600-3721
6. Email Address: QPAboard@questprep.academy
7. New School Location and Location's School District(s): State-wide, Utah
8. Date & To Whom Submitted at the District Office: Submitted digitally to Marie Steffensen at Marie.Steffensen@schools.utah.gov

Governance Structure

Name	Position	Areas of Expertise	Charter School Affiliations
Amy Edwards	Chair	School Administration; Instruction; Curriculum development; Assessment; Special Populations (SPED, EL, homeless, low-income, foster); Teacher Training; Small Business	Pacific Coast Academy (CA)
Signature: <i>Amy Edwards</i>			
Tyler Nelson	Vice Chair	Small business owner; Governing roles in non-profits; Youth leadership	None
Signature: <i>Tyler Nelson</i>			
Jessica Ellis	Secretary	Non-profit educational organizations; Business; Technology Education; Digital literacy	None

Signature: <i>Jessica Ellis</i>			
Robert Marx	Treasurer	Finance; Business Operations; Regulatory Compliance	
Signature: <i>Robert Marx</i>			
Mary Kavanaugh	Member at Large	Instruction; Curriculum; Core Standards; Teacher training & personnel management; Program Director	None
Signature: <i>Mary Kavanaugh</i>			
Cameron Curry	Member	School Administration; Business; Education Legislation	Classical Academy Charter Schools (CA)
Signature: <i>Cameron Curry</i>			

Enrollment

- 9. Year School will start: 2023-24
- 10. Grades Served: K-12*
- 11. Does the proposed grade configuration match the resident district grade configuration? Yes.

11.	Grades and Specific Number of Students Served by Grade													Total
	Max Enrollment													
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 23-24	50	50	50	40	40	40	30	0	0	0	0	0	0	300
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 24-25	50	60	60	60	50	50	50	40	30	0	0	0	0	450
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 25-26	70	70	70	70	70	70	60	60	60	50	50	50	50	800
Final	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 28-29	75	75	75	75	75	75	75	75	75	75	75	75	75	975

*Quest Prep Academy will open 300 spots in year 1 (23-24) offering grades K-6, increasing to 450 spots in year 2 (24-25) in grades K-8, and increasing to 800 spots in year 3 (25-26) in grades

K-12, with a final maximum enrollment of 975 by the 28-29 school year. The chart above reflects a projected breakout; actual numbers in each grade level may vary.

Waivers

- 12. Is this proposal seeking special treatment under UCA §53G-5-301? No
- 13. Is this proposal seeking priority consideration under UCA §53G-5-504? No
- 14. List any waiver requests here (i.e., Rule numbers and titles). N/A

Signatures
I, THE UNDERSIGNED, do hereby certify that, to the best of my knowledge and belief, the data in this proposal are true and correct. 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: Amy Edwards
Signature of Authorized Agent: <i>Amy Edwards</i>

1. Executive Summary

Mission: Quest Prep Academy develops initiative, creativity, collaboration, and critical thinking to create lifelong learners who are successful throughout college, career, and citizenship.

Vision: Quest Prep Academy students will have access to quality, rigorous education, as they collaborate with teachers to plan and achieve learning goals. They will be empowered to move onto higher education, fulfilling careers, and productive citizenship. Quest Prep Academy families will extend learning beyond school walls, into homes and out to communities.

Quest Prep Academy’s board came together out of a passion for lifelong learning and a desire to provide their model to students throughout the state of Utah. The board includes experts in education, business, finance, compliance, and technology. Members of this board represent diverse regions of Utah, bringing together community and educational needs from throughout the state. All board members are deeply committed to providing quality education choices to students throughout Utah, as an investment in the future communities of Utah and the United States.

The board values Utah's choices in education and the family-centered approach that prevails. Still, they saw a need for an education choice that integrates specific, highly-valued elements. **See Market Research Section 4.** QPA's model was developed from the cumulative experience of all board members, as educators, administrators, community members, and parents. It integrates elements to create one model that includes: visible learning outcomes, collaboration, growth mindset, testing as a learning tool, live synchronous online learning, teachers who are trained and focused on virtual instruction, teachers who are focused on a subject area, and project-based learning in a format that is easy to manage by parents and students and equitable to all families. The board appreciates that there are schools available that offer each of these elements, but wants to bring them together in a one-stop-shop for families throughout the state.

Quest Prep Academy's educational approach is founded on John Hattie's *Visible Teaching*, a metacognitive approach that involves *visible* and *deliberate* teaching in which teachers are "learners of their own teaching, and students gradually facilitate their own learning". Visible teaching results in visible learning by students. Teachers are transparent in learning objectives and success criteria, while students produce a visible product or outcome that clearly demonstrates their level of mastery of knowledge and skills. Students who engage in visible learning are better equipped to take ownership of their own education and experience future academic, professional, and personal success. (Hattie, J. (2008). *Visible Learning* (1st ed.). Routledge.)

QPA teachers will implement visible teaching by engaging in close observation of individual student learning, implementing and reviewing diverse assessments, and engaging in early and deliberate intervention to ensure cognitive progression in each student. Highly qualified, credentialed teachers will create standards-based learning activities, while continually informing students of learning objectives and reviewing assessment results with students to drive future learning. Teachers and students will collaborate to personalize learning in order to fill any academic gaps and provide deeper and more challenging learning in areas of strength and interest.

Quest Prep Academy will be available to K-12 students throughout the state of Utah, through online learning, utilizing the most up-to-date technology, driven by credentialed teachers who are trained in virtual instruction. QPA's instruction will be project-based (PBL), a highly compatible approach to visible teaching / learning. QPA will ship needed technology (Chromebooks, wi-fi boosters as needed) and materials to each student's home to ensure that each student can fully participate during synchronous online class time. QPA teachers will create personalized culminating projects so that students connect core learning objectives to personal, real-life applications. QPA will provide flexibility and choice in courses, allowing students to explore personal areas of interest and engage in meaningful projects, while mastering core standard skills & knowledge, including college & career readiness.

Quest Prep Academy is the education choice needed by families throughout Utah, providing equitable quality education, in a safe learning environment, regardless of location or socioeconomic status.

2. Charter Agreement: Exhibit A

Admission Policies

Quest Prep Academy will enroll students, in accordance with state and federal education law, using a lottery system if necessary.

- Open enrollment for the 23-24 school year will begin January 9, 2023 and close on February 9, 2023.
- If enrollment does not exceed 300 students, all families will be contacted to complete the full enrollment process.
- If open enrollment does exceed 300 potential students, then an electronic lottery will be held on February 10, 2023.
- Students who are not selected by the lottery will be placed on a waitlist, ranked in the order in which they signed up during open enrollment.
- After initial enrollment, as spaces permit, students will first be taken from the waitlist and then enrollment will open to new students.
- When space opens, the parent or guardian with the highest ranking position on the waitlist and a corresponding number of students to spaces available, will be contacted. For example, if 2 spaces become available and the highest ranking waitlist family has 3 students, then QPA will proceed to the highest ranking waitlisted family with 2 students.
- The potential family will have 3 school/business days to respond to notification of an available space and complete the enrollment process. If they do not respond, or if they decline enrollment, QPA will contact the next family on the waitlist, and so on.

Preferred Enrollment Policies

Per Utah legislation 53G-6-502 Eligible students, Quest Prep Academy will allow preferential enrollment to certain student populations, in accordance with state and federal law.

- (1) a child or grandchild of an individual who has actively participated in the development of the charter school;
- (2) a child or grandchild of a member of the charter school governing board;
- (3) a sibling of an individual who was previously or is presently enrolled in the charter school;
- (4) a child of an employee of the charter school;
- (5) a student articulating between charter schools offering similar programs that are governed by the same charter school governing board;
- (6) a student articulating from one charter school to another pursuant to an articulation agreement between the charter schools that is approved by the State Charter School Board;
- (7) a student who resides within up to a two-mile radius of the charter school and whose school of residence is at capacity;
- (8) a child of a military service member as defined in Section 53B-8-102.

Returning students always have a spot in the new school year, as long as they complete the re-enrollment process by the date of the following school year's lottery.

A student's family income, socio-economic status, ethnicity, special education needs, or homeless status will not be used to discriminate enrollment. Quest Prep Academy seeks to extend quality, accessible education to all students throughout Utah, regardless of these factors.

Continual Improved Student Learning

Using the Visible Learning method, students will work closely with teachers to review assessment data and plan together for learning that fills knowledge and skills gaps, building foundations that ensure success in future learning, career, and citizenship. Students will engage in self-assessments and collaborate with teachers to determine the most effective learning strategies for them. At Quest Prep Academy, we believe that one of the most important tasks of a school is to teach students *how to think* and *how to learn*, thus we will proactively teach our students metacognitive learning so that each of them is empowered to be successful in college, career, and citizenship.

Increased Learning Choice

Quest Prep Academy will provide a unique school option to Utah families, by integrating the accessibility of online learning with project-based activities, and highly interactive teacher, student, and parent collaboration. This model serves mainstream students as well as special populations, as technology and materials are sent directly into students' homes, providing equitable accessibility to every student. QPA's model enables class teachers, Education Coordinators, SPED teachers, and EL teachers to adapt learning activities to meet the unique needs of each student. Quest Prep Academy's board is driven by a desire to raise the quality of education especially to special populations. With minimal budget needed for facilities, Quest Prep Academy can invest more resources in quality and differentiated curriculum and instruction.

Innovative Teaching Methods

Quest Prep Academy will utilize the most up-to-date technology to provide online learning opportunities for students and exciting professional opportunities for teachers. Students and teachers will utilize the latest technology as learning tools, maximizing engagement and developing the 21st-Century skills needed for higher learning, careers, and citizenship. QPA teachers will complete courses and ongoing professional development focused on online instruction and assessment, to ensure they can successfully implement online teaching, utilizing the most up-to-date technology tools, with the most effective practices. QPA seeks teachers and staff who love learning and desire to grow as technology changes the face of learning and the needs of future citizens.

QPA will bring virtual instruction together with project-based learning, for a highly engaging online experience for students regardless of their location within Utah or socioeconomic status. Materials kits, *QuestPacks*, will be shipped to students' homes, so that every student has the materials needed for hands-on learning alongside classmates. Kits will include materials for science experiments, STEM projects, math manipulatives, language arts manipulatives, art supplies, and more! Class meeting times will focus on teacher and student-led discussion, collaboration between students, peer teaching, student presentations, simulations, and projects.

New Professional Opportunities

Quest Prep Academy will provide opportunities for credentialed teachers to work from home with flexibility. QPA will have full and part-time teaching positions available. QPA teachers, of all grade levels, will focus on teaching within one subject area, so that they can develop in-depth lessons that they find personally interesting, and respond to students' desire to learn more about a specific topic. QPA teachers will have a standards-based curriculum available as a foundational tool, while also having the freedom to express their creativity and expertise in designing learning activities and projects. They will have opportunities to collaborate with fellow QPA teaching staff, including SPED and EL teachers, for an environment that provides support and freedom. Teachers who are trusted and empowered engage more deeply with each student and have the insight and resources to meet the needs of individual students.

Approximately half of QPA's teachers serve as Education Coordinators (ECs). These experienced teachers will teach classes 2 / 3 of their time, and then dedicate remaining time to mentoring a roster of 35-40 students as they progress throughout their enrollment with Quest Prep Academy. ECs are included in the budget for teaching staff and are compensated with a lighter class schedule so that they can complete additional job responsibilities.

ECs remain in close communication with class teachers, especially in regards to any student who demonstrates a need for additional academic support or other need impacting the student's education. ECs hold all students from the same household on their roster, in order to build a relationship of trust with the whole family. ECs hold students on their roster during all years in which the students are enrolled with QPA, providing stability for the family, insight to class teachers, and long-term vision of each student's abilities and needs.

Assessments & Accountability

QPA students will partner and collaborate with credentialed teachers, reflecting on and evaluating assessment data to gain insight into their learning progress. Together students and teachers will create action plans that are assessment-driven. Students will engage in formative and summative assessments using diverse tools, including quizzes, written tests, standardized state tests, individual and group projects & presentations, games, and portfolios. *QuestBooks* will record learning throughout each course and provide a complete visual for students, teachers, and parents to clearly see the progression of learning. Students are supported both by class teachers as well as their Education Coordinator, with multiple eyes reviewing progress on a regular basis to provide early intervention as needed.

At the start of each school year, or upon enrollment, a family's Education Coordinator will meet, virtually or in person based on location, to review the elements of Quest Prep Academy's model, expectations of students and parents, and address any questions or concerns. Education Coordinators will follow up that meeting with a digital copy of policies and procedures in an online Parent & Student Handbook. Class teachers will also post clear course expectations on QPA's Learning Management System, accessible to all parents and students.

Partnering with Parents

QPA will foster a nurturing learning environment within each student’s home through: monthly virtual meetings, parent seminars, online weekly communication via email & website, and field trips, and whole family events. Extending a culture of learning from the classroom and formal instruction into the home and family builds physical and emotional well-being and results in achieving high academic objectives. Families will engage with teachers to extend learning beyond classrooms and designated school time. Parents will be empowered to continue learning within their homes and out into their communities.

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Communication & Collaboration from School Leadership	Administration will engage in monthly collaboration with teaching staff to ensure clear communication and enable staff at all levels to achieve QPA mission.	Admin holds monthly meetings with all teaching staff, and 100% of teaching staff attend live virtually.	Admin holds monthly meetings with all teaching staff. Min 80% of staff attend live, and 100% attend or view recorded meetings. All staff complete an exit survey to confirm comprehension.	Admin fails to hold meetings at least once a month during the school year, or less than 80% of teaching staff attend or view.	Admin fails to hold meetings at least once a month during the school, or less than 50% of teaching staff attend or view.
Effective Teaching Staff for online instruction	QPA teachers will participate in courses and attend professional development on virtual instruction at least once/year in up-to-date effective virtual teaching.	100% of QPA teachers have attended a course or professional development event focused on virtual instruction or using technology in online teaching within the past 12 months.	A minimum 80% of QPA teachers have attended a course or professional development event focused on virtual instruction or using technology in online teaching within the past 12 months. Remaining teaching staff have a plan in place to complete certification and attend professional development within the next 6 months.	Less than 80% of teachers have attended a course or professional development event focused on virtual instruction or using technology in online teaching within the past 12 months, and have no plan in place to meet this requirement.	Less than 50% of teachers have attended a course or professional development event focused on virtual instruction or using technology in online teaching within the past 12 months, and have no plan in place to meet this requirement.
Student Achievement	Students will maintain a minimum of 80% attendance in synchronous instruction and complete a minimum of 80% of assignments.	100% of students maintain at least 80% attendance in synchronous instruction in every learning period (approx 20 school days), and complete 100% of	100% of students maintain a minimum of 80% attendance in synchronous instruction in each semester, and complete at least 80% of	On average, over a school year, student attendance in synchronous instruction is less than 80%, and/or less than 80% of assignments are	On average, over a school year, student attendance in synchronous instruction is less than 70%, and/or less than 70% of assignments are completed.

		assignments.	assignments.	completed	
Student Academic Gain	QPA will achieve a minimum 95% participation in state assessments, and at least 70% of QPA students will perform at or above state average scores.	QPA achieves at least 95% participation in state assessments, and at least 80% of QPA students perform at or above state average scores.	QPA will achieve a minimum 95% participation in state assessments, and at least 70% of QPA students will perform at or above state average scores.	QPA participation in state assessments is below 90%, and/or only 50% of QPA students perform at or above state average scores.	QPA participation in state assessments is below 80%, and/or only 40% of QPA students perform at or above state average scores.

3. Program of Instruction

3A. Method of Instruction

Synchronous Virtual Classes

QPA will provide accessible, online instruction that is highly engaging, collaborative, and project-based. Using the “Flipped Classroom Model”, students complete teacher-assigned reading, review, and research in preparation for live class meetings which include hands-on activities / projects, break out room discussions, whole class Socratic discussions, skits, simulations, science experiments, guided note-taking, and learning games. Students have the flexibility to explore personal interests connected to academic topics, expressing their own creativity and developing initiative and eventually ownership of their own education.

[\(https://www.teachthought.com/learning/the-definition-of-the-flipped-classroom/\)](https://www.teachthought.com/learning/the-definition-of-the-flipped-classroom/)

Focused Teaching

Quest Prep Academy teachers, at every grade level, focus on teaching within 1 subject area, allowing them to create meaningful and engaging learning activities in their area of expertise. Students are able to dive deeply and explore interests, facilitated by teachers who have the time to guide such exploration. Teachers are able to express and model their own love of learning to all students.

Independent Study

Quest Prep Academy students can request to complete 1 course through teacher-led independent study (IS). Education Coordinators will collaborate with students and parents to create clearly defined and detailed assignments that families can implement at home, in lieu of attending a live online class. As needed, ECs will collaborate with other QPA teaching staff in the creation of these IS courses. Students will still complete assessments proctored by their Education Coordinator. Students will receive *QuestPacks* (materials kits) for IS courses, so that they have all the materials needed to complete assignments. Students will submit completed assignments, including photos and videos, to their Education Coordinator weekly. Any student who does not complete at least 80% of IS assignments will be ineligible to choose IS for the following semester.

Academic Support and non-SPED Intervention

Students who need additional academic support can attend office hours held by class teachers and Education Coordinators, scheduled at a regular time each day, or by appointment. Students who are identified as needing intervention, if they fall behind or face learning challenges, will meet with their Education Coordinator and parent(s) to create a plan, with a focus on growth mindset.

Project-Based Learning

QPA's classes will meet Utah Core Standards through short and long-term projects, simulations, and visual and oral presentations, developed by student and teacher collaboration to meet learning goals while allowing students to explore personal areas of interest. At the end of each unit of study, students will complete a culminating project, and will have the option of choosing from 2-3 assignments, rather than all students completing the same task. This allows students to develop initiative and creativity, resulting in high investment on the part of the student, deeper learning, and higher learning retention. Simulations of historical events or fictitious "what if" scenarios develop critical thinking, as students personally tackle challenging, open-ended questions and engage in collaborative problem solving with peers.

QPA will offer Edu-LARP class options. Edu-LARP is a project-based approach that can be utilized to teach Utah's Core Standards within a story framework, resulting in higher engagement and retention. "Educational Live-Action Role Play (EduLARP) is a form of spontaneous, co-creative, active learning." (<https://wildwiseschool.org/what-is-edularp/>) Edu-LARP classes use an immersive story so that students make meaningful connections with content and develop of academic skills. Teaching content & skills through storytelling is highly effective, because "storytelling forges connections among people, and between people and ideas." Furthermore, "Organizational psychologist Peg Neuhauser found that learning which stems from a well-told story is remembered more accurately, and for far longer, than learning derived from facts and figures. Similarly, psychologist Jerome Bruner's research suggests that facts are 20 times more likely to be remembered if they're part of a story."

(<https://www.harvardbusiness.org/what-makes-storytelling-so-effective-for-learning/>)

Mixed Grade Classes

Students will be able to choose from a variety of core academic and elective courses that are grouped within grade-level blocks to facilitate collaborative learning. Mixed grade classes allow students to work at their current academic level and progress more fluidly through academic levels. Students will develop initiative and be encouraged to express their creativity as they collaborate in peer teaching, deliver and evaluate small group and individual presentations, and engage in peer-planned projects. Mixed grade classes are intended to provide choice and allow students to begin learning from their areas of interest.

Utah Core Standards in Language Arts, Mathematics, Science, and K-3 Social Studies easily lend themselves to implementation in mixed grade classes, as there is overlap of content and skills. Students will be inspired as they learn from peers, and reinforce content and skills as they engage in peer teaching. Teachers will provide varied culminating assignments for the end of each unit that align with each student's grade level standards.

Students working with a range of ages and academic abilities will engage in critical thinking to plan and problem-solve together. Working with a wider range of individuals prepares students to successfully move into higher education, career, and citizenship, as it more realistically mirrors real-world experiences.

This element allows teachers to challenge advanced or gifted students and provide early intervention and academic support to struggling students. Each student will be individually graded and assessed based on his/her grade level standards, with progress monitored through an online Learning Management System (LMS) and a Student Information System (SIS) to ensure proper progression and alert teachers to the need for early intervention. Education Coordinators will support class teachers in monitoring progress and providing resources as needed to academically support every student.

This is not a SPED or EL accommodation. SPED and EL students are also measured against Utah Core Standards for their grade level. SPED and EL accommodations and adaptations are intended to support those students in meeting the standards, but do not negate the measurement criteria.

QuestBooks

Students will maintain a *QuestBook* for each class (i.e. sketchbooks, ruled notebooks, grid notebooks, and/or 3-ring binders) in which they create and capture learning through: notes, illustrations, timelines, graphs, learning reflections, teacher-provided planning tools, learning objectives, rubrics, templates, graphic organizers, and assessments. Students can use their own creativity to personalize learning in the way that resonates for them and increases retention.

Class teachers will review QuestBooks weekly to verify academic progress, and Education Coordinators will review QuestBooks at monthly student-parent-teacher conferences. At the end of each school year, these sketchbooks become not only a reference for later learning, but a treasured keepsake.

QuestPacks

The key to QPA's virtual project-based instruction is *QuestPacks*. At the start of each semester or learning period, QPA will ship QuestPacks to each student, filled with hands-on materials needed to bring learning to life as students participate in virtual classes, independent study, and complete homework assignments. QuestPacks include items such as, but not limited to: manipulatives for reading & math, science experiment materials, craft materials, and project materials. QuestPacks give every student, regardless of location or socioeconomic status, access to quality and rigorous, project-based education, as they work virtually with classmates, using the same learning materials.

Learning Conferences: Students, along with at least 1 parent/guardian will meet with their Education Coordinator approximately once every 6 school weeks to review overall progress, review QuestBooks, plan future learning based on assessments, and explore additional support as needed.

Utah Core Standards

QPA teachers will use Utah’s Core Standards to guide all academic planning, as they set year-long goals, and plan units and lessons. QPA will use standardized textbooks, such as McGraw-Hill and Pearson Prentice Hall, and online supplemental resources, as a foundational curriculum, to ensure all students are learning Utah Core Standards. QPA teachers will create additional lessons and projects, as needed, based on the learning needs of their students and aligned to the Utah Core Standards.

Assessments

QPA students will participate in a variety of assessments, including summative and formative, informal and formal, and both teacher and self assessments. Students will build skills in demonstrating knowledge, understanding, and critical thinking through both standardized tests and teacher-created quizzes and informal assessments, empowering them to move successfully into higher education.

QPA teachers will conduct summative assessments frequently throughout instruction to ensure early intervention is provided as needed to the class as a whole and to individual students. Summative and formative assessments will factor into driving instruction, as teachers reteach or incorporate into future lessons skills or topics for which a majority of students do not demonstrate mastery.

QPA approaches testing as a learning environment and will encourage students to engage in self-assessments regularly, with a growth mindset. Teachers will provide clear learning goals and rubrics at the introduction of learning activities, so that students have a clear vision of the expectations and measurements of successful learning. “At the end of this activity, you will be able to ...” Students will review assessment results alongside a teacher in order to understand how to use assessments to plan future learning. Teachers will proactively teach test-taking strategies to build student test-taking confidence and strategies.

QPA laptops will be configured with a secure browser to be used when students participate in state assessments and formal QPA course assessments. The secure browser disables a computer from accessing the internet, except for the testing site, to ensure fidelity to Utah Assessment Ethics. Additional requirements of state assessments and formal course assessments will include computer camera and screen sharing turned on for the duration of the test. QPA teachers will virtually proctor assessments, adhering to all provisions of the Utah Standard Test Administration and Testing Ethics Policy (R277-404-3, May 6, 2021).

Academic Requirements

QPA students will meet academic requirements as assigned by the Utah Board of Education.

<p>K-2 Requirements Core curriculum that includes:</p> <ul style="list-style-type: none"> ● Reading/Language Arts; ● Mathematics; 	<p>Grades 3-6 Core curriculum that includes:</p> <ul style="list-style-type: none"> ● Reading/Language Arts; ● Mathematics;
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<ul style="list-style-type: none"> ● Integrated Curriculum. 	<ul style="list-style-type: none"> ● Science; ● Social Studies (including Utah State History, US History, & Ancient Civilizations) ● Visual & Performing Arts; ● Health Education; ● Physical Education; ● Educational Technology; ● Library Media.
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Grades 7-8

Core curriculum that includes:

- Grade 7 Language Arts;
- Grade 8 Language Arts;
- Grade 7 Mathematics;
- Grade 8 Mathematics;
- Grade 7 Integrated Science;
- Grade 8 Integrated Science;
- United States History;
- Utah History; and
- at least one course in each of the following in grades 7 or 8: Health Education; College and Career Awareness; Digital Literacy; the Arts; and Physical Education.

High School Requirements

QPA high school graduation requirements mirror Utah Dept of Education's high school completion requirements, including:

- English/Language Arts (4 Credits)
- Mathematics (3 Credits):
 - Successful completion of Secondary Mathematics I, II, and III or higher.
 - Parents may request that students replace Secondary III with a course from the Applied or Advanced approved course list.
 - Students who successfully complete Calculus have met graduation requirements regardless of the number of credits they have taken.
- Science (3 Credits):
 - 2 Credits (from the four science foundation areas; Earth Systems, Biological Science, Chemistry, AP Computer Science, or Physics).
 - 1 Credit (from the foundation courses or the applied or advanced science core list).
- Social Studies (3 Credits):
 - 1 Credit (United States History)
 - 0.5 Credit (Geography)
 - 0.5 Credit (Civilization)
 - 0.5 Credit (United States Government and Citizenship)
 - 0.5 Credit (Local Education Agency (LEA) Discretion)
- Directed Coursework (3.5 Credits):

- 1.5 Credit (Fine Arts)
- 1 Credit (Career and Technical Education (CTE))
- 0.5 Credit (Digital Studies)
- 0.5 General Financial Literacy
- Physical Education Health (2 Credits):
 - 0.5 Credit (Health)
 - 0.5 Credit (Participation Skills)
 - 0.5 Credit (Fitness for Life)
 - 0.5 Credit (Individualized Lifetime Activities)
 - Optional: 1.0 Credit Maximum (Team Sport/Athletic Participation)
- Electives (5.5 Credits)
- Total Credit Hours (24)

Graduation requirements may be modified for individual students to achieve an appropriate route to student success when such modifications:

- are consistent with the student's IEP or Student Education Occupation Plan (SEOP) or both;
- are maintained in the student's file and include the parent's/guardian's signature; and
- maintain the integrity and rigor expected for high school graduation, as determined by the Board.

Courses required for graduation can be retaken in accordance with the Utah Office of Administrative Rule [R277-717: High School Course Grading Requirements](#)

The above listed courses are Utah's high school graduation requirements, and thus they are Quest Prep Academy's minimum graduation requirements. Each student will be guided by an Education Coordinator and a Guidance Counselor to ensure that course selection aligns with post high school plans. Students will be guided in researching university and career options and then choose high school courses accordingly.

A Day in the Life

Morning Meeting: K-8 students can attend a 30-minute Morning Meeting, led by an Education Coordinator. At this meeting, the EC leads the cohort class in the Pledge of Allegiance, and then a mini lesson focused on: Growth Mindset, Test Prep, Critical Thinking, and other thematic topics based on the specific date. Morning Meetings are a great way to start the day off on a positive note and to allow all students to check in with their Education Coordinator, the teacher with whom they are the most familiar.

High school students are invited to attend *Teen Questers*, which meets each Friday morning 8:00-9:00am.

Class Meetings: Students will attend live, synchronous online classes in core academic and elective subjects. Most classes meet twice a week, for 60-75 minutes, with some electives

meeting just once a week, and intervention classes such as Math I Foundation meeting 3-4 times per week. See sample weeks below.

Homework / Independent Study: When not attending a live online class during school hours, students are expected to complete teacher-directed assignments, as homework or independent study. Teachers will provide step-by-step instructions, additional resources such as textbook content, videos, and educational websites. Students can attend scheduled live online help sessions and message class teachers if questions arise. Students will also complete short assignments in reading or video viewing that introduce topics in preparation for an upcoming class. This preparation increases retention and allows students to learn at a deeper level during live class meetings.

Sample Weeks

Ashleigh is a 3rd grader who loves stories and art. She is an advanced reader and is always reading outside of course-required books. Her confidence in math is low and she struggles to enjoy or complete math assignments. Her synchronous online classes include: ELA 3-5 (Heroes), Social Studies 3 (Communities Around the World), Math 3 (Love of Math), Science 2-3 (STEM), and Art.

Heroes is a Language Arts class that meets the Utah Core Standards for grades 3, 4, and 5. The class is broken into units that focus on historical and fictional heroes to include standards for literary and informational reading & writing. Students also choose a hero and give a visual & oral presentation to the class at the end of the year.

Love of Math includes the Utah Core Standards for grade 3, while integrating real-world scenarios in which math is used. One scenario is A Day at Disneyland, in which students solve several math problems that include multiplication, division, fractions, working with measurement and time. Love of Math also includes stories of mathematicians, including their successes and failures and what they learned from each, to foster a growth mindset and bring math to life for each student.

STEM (Science, Technology, Engineering, Mathematics) includes Utah Core Science Standards for both grades 2 and 3, in project-based learning that integrates technology, engineering, and math. This class is recommended for students struggling with math, because it brings math to life and into the real world of the student.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	Morning Meeting with EC				
8:30am	Brain Break - time to go outside, get a snack, dance around				

9:00am	Math	Math <i>Optional help session</i>	Math	Math <i>Optional help session</i>	Park Day
10:00am	IS & Homework time				Field Trip
11:00am	ELA	Science	ELA	Science	
12:00pm	Lunch Break				Teacher office hours for extra help
1:00pm	Social Studies	Art	Social Studies		
2:00pm	IS & Homework time				
3:00pm		Dance class <i>contracted QPA service provider</i>		Dance class <i>contracted QPA service provider</i>	Conference with EC

Treva is a 6th grader who loves Science, Math, and Computers. He is on track for grade 6 reading standards, but is a reluctant reader and resists writing. His synchronous online classes include: ELA 5-6 (Imagination & Invention), Math 6-7 (Think Like a Mathematician), Science 5-6 (Jurassic Planet), and Social Studies 6 (Ancient Civilizations). He also completes 1 independent study course in Computer Game Design.

Imagination & Invention meets Utah Core ELA Standards for grades 5 and 6. This class builds skills in reading, writing, speaking & listening through exploring individuals who used their imagination, learning, and growth mindset to overcome challenges and bring new inventions and ideas into the world. The class explores both historical and fictional individuals to include standards for literary and informational reading & writing.

Think Like a Mathematician meets Utah Core Math Standards for grades 6 and 7 with leveled challenges that students complete based on their ability and current grade level. This class is recommended for grade 6 students who have strong skills in math and are able to work at an accelerated pace from a Math 6 class. It is also a good fit for grade 7 students who may need to review some Math 6 skills. This class emphasizes how math is a study in thinking and logic.

Jurassic Planet is an EduLarp class that takes students through an adventure of leaving earth and making another planet suitable for human life. Students cover the Utah Core Science Standards for grades 5 and 6 as they learn about Earth’s characteristics and systems, weather patterns & climate, the solar system, terraforming a new (fictional) planet, and ecosystems.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	Morning Meeting with EC				
8:30am	Jurassic Science <i>75 min class</i>	Ancient Civilizations <i>75 min class</i>	Jurassic Science <i>75 min class</i>	Ancient Civilizations <i>75 min class</i>	Park Day
10:00am	Math 6/7 <i>75 min class</i>	Math 6/7 <i>75 min class</i>	Math 6/7 <i>optional help session</i>	Math 6/7 <i>75 min class</i>	Field Trip
11:15-12:00	IS & Homework time Teacher Office Hours available				Teacher office hours for extra help
12:00pm	Lunch Break				
1:00pm	ELA % <i>75 min class</i>	IS Comp/Game Design QuestLab <i>2x/month</i>	ELA % <i>75 min class</i>	ELA % <i>Optional help session</i>	Conference with EC
2:30pm	IS & Homework time Teacher Office Hours available				

Ethan is a 5th grader who has an IEP for ADHD and some processing challenges. He also has a sleep disorder that makes it very difficult for him to fall asleep until after midnight on many nights. He struggles with reading, but he enjoys math and is on track with grade 5 Utah Core Standards in Mathematics. His synchronous classes include: ELA 3-5 (Heroes), Science 4-5 (STEM), Social Studies 5 (US History), and Robotics. He completes Math 5 as independent study with the support of a QPA math teacher and math support from a QPA SPED teacher.

Heroes is the same class described above in Ashleigh’s schedule.

STEM is similar to the course described above, but STEM 4-5 includes projects that meet Utah Core Science Standards for grades 4 and 5. This class also includes longer and integrated projects so students can explore science concepts and develop core skills of engineering & design more deeply.

IS Math is approved for students progressing well in their grade level math, or who need an alternative learning environment for math. Based on Ethan’s IEP, his Education Coordinator and SPED Case Worker have determined that a highly supported IS math course would be a good fit. Students use a textbook or online program adopted by QPA that meets the Utah Core Math Standards for their grade level. Students complete textbook or online units at a pace set by a QPA teacher, along with culminating projects designed by a QPA teacher to integrate and solidify math concepts & skills. Students have access to office hours for a QPA math teacher Monday-Friday, and are required to check in once a week and submit all assignments weekly.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	Excused from Morning Meeting per IEP				
9-10am	When possible, this block of time is used for IS and Homework				
11:00am	ELA	Robotics	ELA	ELA <i>Optional help session</i>	Park Day Field Trip Teacher office hours for extra help
12:00pm	Lunch Break				
1:00pm	Science	Social Studies	Science	Social Studies	
2:00pm	Math SAI	OT	Math SAI		Conference with EC
3:00pm	IS & Homework time Teacher Office Hours available				

Heather is a 9th grade student who is working above grade level in English and History, as a strong linguistic learner, but she is struggling with math and not ready to take Secondary Mathematics I in grade 9. Her primary reason for doing home-based, online school is to facilitate her work in local theater, which keeps her up late during show weeks. She loves to read and write narrative stories. Her synchronous online classes include: Humanities, Math I Foundations, and Earth & Space Exploration. She completes Musical Theater Elective through Independent Study.

Humanities integrates all Utah Core Standards for English 9-12, World Geography, & World History/Civilizations. Students read literary and informational texts written during or about a specific historical period and geographic region outlined in the Standards. Students complete project-based integrated assignments to build knowledge and skills in English and Social Studies but also in critical thinking.

Math I Foundations is a preparatory class for 9th grade students who are not prepared to complete Secondary Math I during grade 9. This course is designed to fill gaps in math knowledge and skills and fully prepare students for mathematical success in grades 10-12. QPA believes that a solid foundation in math is essential for continued success as a student moves through the mathematics courses.

Earth & Space Exploration is an EduLARP class in which students acquire and use knowledge about earth's systems and matter & energy in space to navigate a futuristic narrative in which they are called upon to restore earth's natural balance and resources.

Heather earns high school elective credit for “Musical Theater” through her participation in local theater and by completing written assignments designed by her Education Coordinator to extend learning into the history of theater and specific theatrical styles.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-10:00	IS / Homework time Teacher office hours available				9:00am Teen Time
10:00	Humanities <i>75 minutes</i>		Humanities <i>75 minutes</i>		Park Day
11:00am	Math I Foundations	Math I Foundations	Math I Foundations	Math Lab <i>Small group support</i>	Field Trip
12:00pm	Lunch Break				Teacher office hours for extra help
1:00pm		Science <i>75 minutes</i>		Science <i>75 minutes</i>	Conference with EC
2:30pm	IS / Homework time Teacher office hours available				
4:00pm	Theater rehearsal & shows; dance & voice lessons				

3B. Curriculum

Standardized Curriculum

QPA plans to use textbooks and eTexts, aligned to Utah Core Standards, as a foundational resource. Publishers that are being considered include: McGraw-Hill, Pearson Prentice Hall, and Utah Education Network’s Open Resource Project.

McGraw-Hill & Pearson Prentice Hall have developed standards-aligned hardcopy and etexts, as well as online interactive resources. McGraw-Hill’s chapters all include a project, which aligns with QPA’s model. McGraw-Hill and Pearson Prentice Hall both include a variety of assessments, including Standardized Test Practice, open-ended questions, and multi-step real-world problems to build critical thinking in students. McGraw-Hill provides schools and/or teachers with progress tracking for clear and frequent vision of how students are progressing and mastering content and skills. With both of these publishers, QPA teachers could use the text as primary information for students, and then choose whether to use the project provided or create their own project based on the learning needs of their class.

Class teachers and Education Coordinators will provide additional resources as needed to support comprehension of content, mastery of skills, cognitive progression, and build students' skills in digital literacy.

Empowering QPA teachers to create project-based learning activities, and varied assessments based on the needs of their class and individual students, allows student interests, learning styles, and assessments to drive instruction. Each unit of study will end with a culminating project, either taken from QPA adopted curriculum or created by QPA teachers. Students will have 2-3 options for completing the assignment, allowing them to develop initiative, creativity, and critical thinking. Students will be empowered to take ownership of their education, in partnership with their teachers.

Examples of supplemental resources to support and engage students include: Khan Academy, ALEKS, MobyMax, BrainPop, Reading Eggs, Crash Course, student workbooks, and personalized projects.

Curriculum Selection

Quest Prep Academy will use the following rubric to evaluate potential curriculum, including textbooks, packaged curriculum sets, and online supplements. Proposed curriculum must score at least a 17 to be used as-is. Proposed curriculum can score a 15 with the condition that specific, measurable supplementation is outlined in writing before being recommended for adoption by QPA.

Rubric	0	1	2	3
Aligns to Utah Core Standards	Aligns to less than half of Utah Core Standards	Aligns to 50-60% of Utah Core Standards	Aligns to 70-80% of Utah Core Standards	Aligns to 90% or higher of Utah Core Standards
Includes project-based learning activities	All learning is heavily depends on linguistic learning (reading, writing, listening)	Most learning depends on linguistic learning (reading, writing, listening)	Some learning is based on linguistic learning (reading, writing, listening, & speaking), with at least 60% of assignments allowing for projects and collaboration with peers.	At least 70% of learning is project-based, with options for peer collaboration, oral presentations, and simulations.
Includes clear rubrics and assignment expectations / learning goals	Very few or no rubrics provided	Limited rubrics, primarily for teacher use	Student-friendly rubrics with clear expectations described for at least 75% of key assignments	Student-friendly rubrics with clear expectations described for all key assignments
Enables students to use creativity	Specific assignments and	Most assignments are specific with	Some specific and narrow assignments	Good variety of assignment types with

& initiative through choice in learning activities and/or final project	no variation described	little or no variation available	with some choices in culminating chapter or unit end assignments	multiple options for students, especially for all unit or chapter end assignments. Option for project-based assignments
Enables critical thinking through inquiry-based assignments	All direct instruction	At least 50% of curriculum requires direct instruction	Some direct instruction with at least 75% inquiry - based assignments	80% or more of inquiry - based learning activities.
Includes varied assessments, including formative & summative	All assessments are linguistic (reading and responding with written answers), and primarily multiple choice	At least 50% of assessments are linguistic (reading and responding with written answers), and primarily multiple choice, with some open-ended critical thinking assessment questions	A max of 70% of assessments are linguistic (reading and responding with written answers), with at least 40% of assessments requiring critical thinking, with options for presentations and/or projects	A balance of standardized, inquiry-based, and project-based assessments throughout full curriculum

The Director, or those appointed by the Director for the purpose of recommending curriculum for adoption by QPA, will evaluate and recommend curriculum to the Board. The Board will vote to accept, reject, or ask for set conditions as to the adoption of any formal curriculum.

Teacher-created learning activities and assessments will be evaluated annually, or as needed, by the Director or those appointed by the Director.

Curriculum Development

When the QPA-adopted curriculum has deficiencies in Utah Core Standards or requires supplementation to meet the project-based and Visible Learning model, QPA teachers will collaborate to develop supplemental learning activities. All learning activities developed by QPA teachers will be stored in shared Google folders for open access to all teaching staff.

Quest Prep Academy staff will design learning using the Backward Design method. In this method, teachers follow these steps:

- Step 1: Begin with the Utah Core Standards and QPA adopted standardized curriculum for the subject matter and grade level(s). Utah Core Standards serve as the learning objectives for every QPA course.
- Step 2: Break down learning objectives into 8 Units of Study, as QPA’s school year is divided into 8 Learning Periods. Note: Each Unit is taught over 4-5 weeks of school, so that 8 Units equals 180 school days.
- Step 3: Per the Visible Learning method, decide upon visible student outcomes that will clearly demonstrate mastery of the learning objectives for each Unit. What will students

be able to *DO* once they have achieved the learning objectives? Summative assessment, project, written assignment, visual and/or oral presentation, etc.

- Step 4: Plan learning activities that will build the knowledge and skills needed to enable students to successfully complete visible outcome task in Step 3. Break down the culminating unit assignment into manageable lessons & activities that occur over 1-3 class meetings.
- Step 5: List all resources needed, both for teacher implementation and learning supplements for students to use independently.

Example: Grade 6 Social Studies

Utah Core Standards for grade 6 Social Studies are divided into 4 Standards. Since QPA has 8 learning periods, the teacher will spend 2 learning periods on each of the Utah Social Studies 6 Standards.

For Unit 1, the teacher identifies the following Utah Core Standards as the Learning Objectives:

- **Objective 1:** Explain why physical geography affected the development of early civilizations. (2 weeks)
 - Identify the major physical features of the regions where ancient civilizations flourished.
 - Describe how these features influenced the success or decline of the civilizations.
 - Compare maps of these ancient civilizations to current political maps and make inferences about the continuing effects of physical geography on cultural development.
- **Objective 2:** Evaluate how religion has played a central role in human history from ancient times to today. (2 weeks)
 - Explore the importance of religion in the cultural expression of ancient civilizations (e.g. customs, artistic expression, creation stories, architecture of sacred spaces).
 - Identify key tenets of the major world religions (i.e. Buddhism, Christianity, Hinduism, Islam, Judaism).
 - Analyze how religious ideas influence current issues.

The teacher decides that the students will be able to do the following by the end of Unit 1, to demonstrate they have met the learning objectives:

- Identify the major water systems and other significant geographical aspects in: Ancient Mesopotamia, Ancient Egypt, Ancient Greece, Ancient Rome, Ancient India, and Ancient China
- Create a visual presentation (PPT) on how geography impacts the development of an assigned civilization, describing in detail the cause and effect of at least 2 specific examples of the rise or fall of that civilization. Students will collaborate to create the presentation and then the group will present to the class. 1 group for each of the ancient civilizations being studied in this unit.
- Identify, on summative assessment, the influential geographical features that currently influence civilizations around the world.

- Identify, on formative assessments, the key elements in the religions of ancient civilizations, including primary gods and elements of creation stories in: Ancient Mesopotamia, Ancient Egypt, Ancient Greece, Ancient Rome, Ancient India, and Ancient China. Students will reflect on their own assessments and plan review of information missed.
- Create a visual presentation - hardcopy poster or digital advertisement - showing how religion influenced an era of modern history (1600s through today)

The teacher then plans the following activities to build the skills & content knowledge students will need to complete above tasks:

Week 1	<p>Students will read content information in standardized QPA adopted textbook for Social Studies 6: Ancient History. If the text is an eText, with online links to supplemental videos and resources, the teacher will assign students to explore those and respond to chapter or section questions.</p> <p>As a guided class activity, students will color and fill in blackline maps of each of the ancient civilizations: Ancient Mesopotamia, Ancient Egypt, Ancient Greece, Ancient Rome, Ancient India, and Ancient China.</p> <p>Edible map. As a homework assignment, students will choose one of the ancient civilizations and create an edible map showing the major geographical features. They can choose materials (cake, candy, pizza, etc). Students will take a photo and label it, and upload it to submit to the teacher. Teacher will create a slideshow of all edible maps and show it during a class meeting.</p>
Week 2	<p>Students will create a learning plan to review geography of Ancient Civilizations. They can use the text/eText, Quizlet, make their own flashcards, use note-taking and annotation to master content, etc. During a class meeting and followed up in student-teacher messaging, students and teachers will collaborate to determine the most effective way for each student to review material.</p> <p>In class quiz game (Kahoot! or Blooket) for geographical locations and waterways of the ancient world.</p> <p>Homework assignment: Graphic organizer for resources of each civilization, including food, water, trees & plants and their uses, clothing source, etc. Follow up during live class, as students gather in small groups and share their graphic organizers and add to their own through peer teaching.</p> <p>During a live class meeting, the teacher will divide students into small groups and assign one of the 6 Ancient Civilizations studied in this unit. Each group will have the page for their assigned civilization (see below), with a color map and guide to exploring the question: <i>Based on your civilization's geography, how can your people's basic needs for survival be met? (Think about what you all will do for food and water supplies.)</i></p>

Assign each group to plan a visual & oral presentation on their assigned civilization. Students will collaborate during class time, using breakout rooms, and continue to collaborate outside of class, using QPA's LMS to communicate and share materials. Each group must turn in the completed response to questions (below) for teacher feedback. Final presentation will be recorded using FlipGrid video. All students will be required to view all videos and leave a comment or question on at least 2 videos created by a group they were not in.

Civilization Five: Indus River Valley



Questions:

1. Based on your civilization's geography, how can your people's basic needs for survival be met? (Think about what you all will do for food and water supplies.)
2. How can your civilization become permanent using the Agricultural Revolution?
3. What will your civilization do for defense?
4. What would you pray to your civilization's gods for? (What is important to you all? In what areas of life would you pray for blessings?)
5. What resources might be available to your civilization?
6. Is there any unique feature of geography that might produce something special in your civilization?

Location:
Modern day India/Pakistan
Along the Indus River

Features:
Surrounded by high mountains, desert, and the coast
Near dense forests and swamps
Constant flooding from Indus river (How could you harness this for good? How can you plan your civilization to avoid massive damage from flooding?)

Week 3

In class dress up day. Students will attend class wearing an item of clothing (or a whole outfit) that was worn by someone living in ancient times. Students can make these out of cardboard, material, or costume pieces. Students can alternatively provide a photo of themselves in the item, or (if too self-conscious) they can provide a photo or drawing of the item. Students will explain what the clothing item is and why people in that civilization wore it (weather, religious practice, status symbol, etc).

Complete "One-Pager" worksheets on gods of ancient civilizations. Students will be guided through a slides presentation including short animated videos, as well as independent research in provided texts and online. Then they will complete a 1-page Infographic with facts about a chosen god or goddess from each ancient civilization.

<p>Source: Teachers Pay Teachers</p>	<div data-bbox="427 222 808 741" data-label="Complex-Block"> <h2 style="text-align: center;">ONE PAGER INSTRUCTIONS</h2> <p>For this assignment, you will be creating a large One Pager to demonstrate your understanding of Ancient Egypt. Your completed One Pager needs to be full colour (no white space), neat, and organized. If you are choosing to use blank paper instead of a template, your final product must be sure to take up the entire page. Your entire One Pager needs to be completed on one side of the page only - do not flip your page over and add on the back.</p> <p>Your One Pager must include the following:</p> <ul style="list-style-type: none"> • A bold title. This should stand out. The topic of your One Pager should be very clear and obvious to the reader. • Several images that go along with your topic. This is your opportunity to show your visualization skills. What pictures did you make in your head while reading about your topic? What do the key events look like? • A space that shows the 3 most important things about your topic. This is where you show that you know how to determine importance. What three things does everyone need to know about your topic? • A space where you include key facts about your topic. What did you learn? What did you find interesting? What do others need to know about? • Your own creative ideas!  </div> <div data-bbox="954 226 1328 741" data-label="Image"> </div>
<p>Week 4</p>	<p>In class simulation: Foundations of Civilizations. Students will receive the following prompt, and group assignment, before class. They will collaborate with classmates, using QPA’s secure platform, to outline a plan of action given their scenario. They will then participate in an in-class simulation. The simulation will be followed by an in-class debrief guided by the class teacher.</p> <p><i>Some people define a civilization as a society that has a relatively advanced culture; one characterized by the growth of cities. As you play the Civilization Game, you will be solving problems faced by Neolithic man. You are to choose a solution (s) that will lead to the formation of cities. As you play the game, fill in your answer sheet under each problem. Each correct solution will mean one point for your team. An incorrect solution, gives your team no points. In addition, the teacher will add 1-5 points at the end of the game for the quality of your groups’ explanation.</i></p> <p><i>Your group represents a family that lived about 4,000 years ago along the banks of the Tigris River. You live in a small village with five other families. Each family raises all its own grain and vegetables by farming, supplemented by some food obtained by hunting, fishing and gathering. Usually, you eat every bit of food you grow. Sometimes, you aren’t able to grow enough. Those are the lean years of famine. You also have a few chickens and a cow for milk. Your house is made of sun-dried brick, and is roofed with reeds gathered from the river bank. The women of the family weave the cloth from which all your clothes are made. Everyone makes the containers and tools needed by the family from natural elements in the environment. Almost every year the river floods, covering the land with silt rich enough to grow your food. Your family consists of the parents and children, the wives of grown sons, parents of the father, and occasionally widowed and orphaned relatives.</i></p> <p><i>Your family will be given a series of problems to solve. Your solution will determine whether or not civilization will develop. Write the letter of the solution you believe will lead to civilization on your answer sheet. Note: A problem may have more than one correct solution; therefore it is your duty to explain why you choose that answer.</i> (History teacher by Day and By Night. Foundations of Civilizations Simulation Game.)</p>

	Students will create a visual presentation - choice of hardcopy poster or digital advertisement - showing how religion has influenced a specific era of modern history (1600s through today). Students may choose the era, with teacher approval. Teacher will create a slideshow of all submissions and show and discuss in a class meeting.
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Supporting SPED & EL Students

Quest Prep Academy is dedicated to inclusive classrooms and learning environments. We believe that by including a range of learners, all students gain skills needed for future learning, career, and citizenship. Students are able to learn from and teach their peers, provide constructive and encouraging feedback, and witness growth first-hand. “As Carl A. Cohn, EdD, executive director of the California Collaborative for Educational Excellence, points out, ‘It’s important ... to realize that special education students are first and foremost general education students.’ Understood, an organization devoted to facilitating education for learners with special needs, highlights four benefits of inclusive classrooms. (1) Tailors teaching for all learners, (2) Makes ‘differences’ less different, (3) Provides support to all students, and (4) Creates high expectations for all.”

(Understood Team. Understood. 2020.

<https://www.understood.org/articles/en/4-benefits-of-inclusive-classrooms>)

QPA teachers will work closely with EL and SPED specialists to adapt curriculum and access support materials for EL and SPED students. In addition to regular classes, QPA students identified as EL or SPED will have access to additional curriculum resources, differentiated activities, alternative content format, and instructional support by specialized staff, as outlined in each student’s IEP or 504 Plan.

Support resources include, but are not limited to: IXL online learning, EL Education print resources, and Stride Learning Solutions’ ELL Curriculum “written by PhD-level academics and language education experts working with Middlebury Interactive to help students accelerate their English language learning. It features age-appropriate themes specifically designed to engage elementary and middle school students.... focused on academic English, critical thinking, vocabulary, and communication skills.”. MobyMax, Reading Eggs, and IXL offer effective instructional support for struggling learners, both of which will be available to all QPA students through school subscriptions.

3C. Select Programs

College & University Courses

QPA does not intend to partner with any colleges or universities, nor enter into any formal agreement. However, if a QPA high school student will benefit from and has a desire to take a course from a community college or university, QPA will work to facilitate that, on a student by

student basis. High school counselors and Education Coordinators will work closely with each high school student and parents to ensure courses align with post high school education and career plans.

Distance Online Education

Providing instruction online furthers QPA's mission and vision of delivering high quality education, fostering initiative, creativity, collaboration, and critical thinking to students throughout Utah, regardless of location or socioeconomic status. QPA will make project-based learning, with visible student outcomes, accessible to students throughout Utah. Curriculum and instruction can be adapted to meet the needs of special populations, with materials kits and technology provided by QPA.

As an online program by design, QPA will deliver the highest quality of virtual instruction, from QPA teachers who are trained to implement effective online instruction to use of up to date technology. QPA's online program is unique in that most instruction consists of synchronous, live classes, taught by in-house QPA teachers. K-8 students can apply to complete a maximum of 1 core academic course as independent study, with those courses closely monitored by an assigned QPA teacher. Students will receive QuestPacks, which include materials needed for project-based, hands-on learning for every course, whether taken through synchronous instruction or as independent study.

Learning Management System (LMS)

Quest Prep Academy will use an online LMS to ensure that students, parents, teacher and other QPA staff have easy access, in one coherent program, to: student's current courses; assignments, including detailed instructions and reference to text/eText chapters, handouts, and links to resources needed to complete each assignment; a place for students to upload and submit assignments, assignment grades and overall course grades. The LMS will also enable messaging between teachers and students, and between parents and teachers. Parents will have their own parent account, allowing them to see their student's real-time progress toward course completion, assignment grades, and overall current course grade.

A quality LMS is essential to academic monitoring, especially with an online school. This enables teachers to provide early intervention and partner with parents to further learning in the home. LMS is the key to clear and open communication that connects the environments of school and home harmoniously.

Currently, QPA is reviewing Schoology, Blackboard, and Blackbaud as potential LMS providers. The Director will evaluate each system that meets the criteria below, and then make a recommendation to the Board for approval by June 2022. LMS will be fully set up and operational by February 2023.

LMS must meet the following criteria:

- Allow secure messaging between teachers & students, and teachers & parents.
 - Student to student messaging is a consideration, but only if it can easily be monitored to ensure there is no cyberbullying.

- Collaboration message boards connected to assignments from class teachers.
- Easy to navigate by teachers, students, and parents. Clear sections and navigation throughout, with easy return to the home page.
- Allows teachers to upload all parts of assignments, especially for project-based assignments which have several components. Allow teachers to organize assignments, such as folders for each Unit.
- Allow students to easily upload and submit assignments.
- Allow teachers to grade assignments within the LMS and grades post in real-time, as well as immediately calculate impact on overall course grade.
- Allow teachers, SPED and EL personnel, and administrators to download reports for an individual student or a designated group.
- Makes school calendar available to teachers, students, and parents.
- Platform for synchronous online classes, with features including: whiteboard, screen sharing, small group rooms that can be monitored by class teacher, written chat option, engagement with virtual hand-raising and responses to teacher and peer contributions.
- Platform that enables secure proctoring of students during assessments.

Blackboard's LMS has the option of downloading content in alternative formats to make content accessible and inclusive, especially for SPED and EL students.

Student Information System (SIS)

As a virtual school, Quest Prep Academy understands the importance of maintaining student records within a secure browser online. An acceptable SIS will protect student's personal information, per FERPA guidelines, while also giving appropriate access to administration, teachers, other QPA records staff, parents, students, and parents. QPA is currently evaluating Blackboard and Blackbaud as potential SIS. Using the same provider for both LMS and SIS will streamline the processes, which is a strong consideration. The Director will evaluate SIS meeting criteria below, and make a recommendation to the Board for approval by June 2022. LMS will be set up and operational by February 2023, when QPA begins enrollment for the 23-24 school year.

A secure and versatile SIS makes monitoring and reporting compliance efficient, allowing more time to be focused on teaching. It also ensures that gaps in student progress, especially at the high school level, are identified early and can be addressed before they cause a serious impediment to a student's post high school goals.

SIS must meet the following criteria:

- Maintain security compliant with FERPA laws and state and federal regulations pertaining to private information of a minor.
- Maintain enrollment forms and student records.
- Allow attendance recording, tracking, and download reports to show school compliance.
- List current courses, and maintain a record of courses completed. Generate course reports and transcripts.
- Generate progress reports and report cards.
- Allow monitoring of completion and results of statewide assessments.
- Allow parents access, through a Parent Portal, allowing them to download records,

complete logs, see graduation progress, and transcripts.

4. Market Analysis

Demographic

As an online program, Quest Prep Academy will provide equitable access to quality education to students throughout Utah. To ensure that all students can access all classes and other educational services, QPA will provide Chromebooks and wi-fi extenders as needed. QPA will also ship materials directly to students' homes, so all students have equitable resources to complete class activities and homework assignments.

QPA will appeal to families seeking at-home instruction, led by a credentialed teacher and specialty staff. In 2020 and 2021, Utah experienced a state-wide increase in home-based and online learning.

(<https://ksltv.com/448235/new-utah-data-points-to-growing-homeschool-private-school-enrollment-during-covid-19/>?)

An increasing number of families are choosing remote learning, but many are dissatisfied with what their local site-based district is providing. QPA teachers will not only focus fully on the best practices for online learning, but will complete training and ongoing professional development in teaching online, so they are always ready to utilize the most recent technology tools. As the research cited below reflects, QPA's key elements are highly valued by Utah K-12 families.

Similar School Options

There are online schools available to students state-wide in Utah, but QPA provides a unique combination of elements for which parents throughout Utah have expressed a need. Many online schools in Utah contract with ESPs for all or most of their academic and elective course options, while QPA's instruction will be implemented by in-house teaching staff. Most online schools offer video-based lessons, while QPA's online instruction will be synchronous and live. QPA teachers will complete training in teaching and assessment within an online platform. QPA's online instruction is project-based with plenty of interactive and hands-on activities. QPA will ship needed materials directly to students' homes to ensure that every student has what he or she needs to participate fully in each class meeting and create a sense of community among classmates.

The most similar charter school is Leadership Academy of Utah (LAU). Working with Williamsburg Learning as an ESP, LAU provides students in grades 6-12 with live online and self-paced classes that have a project-based approach. They also offer 1-day in-person options in northern Utah.

Quest Prep Academy differs from LAU in the following key ways:

- QPA will serve students from Kindergarten through high school, bringing the model of live online learning to all grade levels, while LAU serves only grades 6-12.
- QPA classes will be taught by in-house teaching staff, while LAU's classes are taught by Williamsburg Learning teachers.
- QPA classes are for QPA students exclusively, while Williamsburg Learning provides their curriculum and classes to various charter schools within and outside the state of Utah as well as private homeschoolers.
- QPA will offer diverse class options in class themes and areas of emphasis, while Williamsburg and LAU follow a primarily classical approach to education, with limited course options.

DaVinci Academy

“DaVinci Academy distance program is an innovative hybrid program...Families enjoy the resources of a physical onsite location, while retaining the flexibility and control that home educators love.” They have school sites in Ogden and Kaysville that provide in person instruction for grades K-8. “DaVinci distance students attend on site 1-2 days per week. ... Students are taught to explore subjects through a historical lens, in a hands-on, exploratory manner, with an emphasis on developing 21st-Century skills and a growth mindset. ... Parents of elementary students teach language arts and math at home, using a curriculum of their choice.” K-6 students are assigned an “education specialist” and 7th & 8th grade students are assigned a “caring mentor”. They also offer funding for community classes such as: martial arts, dance, ice skating, etc.

<http://davincidistance.org/>

Quest Prep Academy differs from DaVinci Academy in the following key ways:

- QPA will be available to students anywhere in the state, while DaVinci's program is specific to Ogden and Kaysville.
- QPA will deliver hands-on, project-based learning virtually statewide with QuestPacks ensuring that all students have an equitable resources in their own homes, while DaVinci's hands-on learning is dependent on in-person delivery at their locations, where students can attend 1-2 times per week.
- QPA students will receive instruction from credentialed QPA teachers, using tried and true curriculum with adaptations and added projects created by credentialed teachers, while DaVinci parents are responsible for Language Arts and Math instruction, using a curriculum that they have chosen.
- DaVinci has put together a comprehensive video presenting several different curriculum options for parents to use for Language Arts and Math. Although this is quite thorough, several of the curriculum options are not aligned to Utah Core Standards, and without a credentialed teacher supplementing them, the concern is that students may not be mastering all standards to ensure steady academic progress. QPA teachers will work closely with parents who choose to have their students complete 1 course as independent study. We will provide curriculum options, and after ascertaining which option the parent will use, a QPA teacher assigned to monitor that student and that course, will provide any needed supplements to ensure that all Utah Core Standards are met, and that students are

still completing project-based visible learning.

Canyon Grove Academy

Canyon Grove Academy also offers a distance program, which is a hybrid of on-site learning and at-home learning. Like Quest Prep Academy, Canyon Grove Academy uses a hands-on approach to learning. Their Adventures at Home program is the most similar to Quest Prep Academy.

Quest Prep Academy differs from Canyon Grove Academy in the following key ways:

- QPA's hands-on learning is implemented throughout Utah, using a virtual platform, with materials shipped to each student's home, while Canyon Grove Academy's hands-on learning is done in person, at their site in Pleasant Grove, while
- QPA's core academic classes will all be taught by in-house teachers, using adopted standards-aligned curriculum that has been carefully supplemented as needed by QPA teachers who know the students personally, while Canyon Grove Academy uses outside online curriculum providers to deliver some of their core academic courses. They use Generation Genius for Science, which is a popular program, but lessons are videos rather than live instruction, and then hands-on assignments are completed by students, on their own at home. Canyon Grove Academy used Zearn Math, which are digital math lessons, and not a live teacher.
- QPA instruction is delivered by QPA teachers, or closely designed with parents and students to meet individual needs while still aligning to standards and QPA's mission and vision, while Canyon Grove instruction is primarily delivered by parents to their own students, with a teacher available as questions arise.

Market Research Results

QPA partnered with Strategic Vision, Inc. (<https://www.strategicvision.com/>), using their patented ValueCenter Qualitative Research to determine the school needs of families throughout Utah. Strategic Vision is an established company, with over 40 years of experience using their unique research approach to serve companies including: American Airlines, Chrysler, Pizza Hut, Coca Cola, Sargento Foods, Margaret Thatcher, and George Bush Sr. The following is a summary of the research conducted in partnership with Strategic Vision.

A full report from Strategic Vision is included at the end of this application.

Strategic Vision's research confirmed several key elements of Quest Prep Academy's model as highly valued by parents of school age students, throughout Utah. Multiple key elements of QPA's model received SVI's highest value rating by parents throughout Utah. The highest rated elements of QPA's model include:

- **Live, online instruction**, taught by in-house teachers, who are specifically trained in implementing virtual learning and who are up to date on the most current technological tools. Parents interviewed expressed enthusiasm for their students having immediate access to a live teacher who could respond to questions on the spot and facilitate student engagement and collaboration. This element provided parents with reduced stress over bullying and distractions to learning which they repeatedly cited as a problem with site-based schools.

- **Students' ability to choose classes** received SVI's highest value rating. Parents view this as a highly engaging strategy to get their students excited about learning and reinforce lifelong learning. They also recognize that thematic classes can be a segway to facilitate their students' learning in areas the student may not choose for themselves. For example, reluctant writers would have motivation to write within the context of a topic that highly interested them. Students who lack confidence in science or math would be motivated to learn in a Harry Potter Potions class. Parents also cited this element as fundamental in teaching students about making choices and sticking with them, taking ownership of their education.
- **Mixed age/grade classes** also received SVI's highest value rating. Parents perceived this type of structure as able to facilitate individual learning, without the stigma of grade level retention or the stigma associated with being "behind". Multiple parents pointed out that their students are at different levels in different subject areas, and they highly valued students being able to learn at different levels for different subjects. Parents also valued this as a way in which students could collaborate with peers of different ages in a more real-life situation. The ability of advanced or gifted students to work at an accelerated pace was also cited as a positive attribute of this element.
- **Project-based learning & materials kits shipped to students** also received SVI's highest value rating. Parents overwhelmingly responded positively to project-based learning, citing that their students of all ages preferred this and it led to higher retention rates. Parents expressed high value in receiving materials kits, as it "takes the guesswork out for me" and their students' excitement over receiving a package would carry over into using it in the virtual classroom and with homework assignments.
- **Education Coordinators** were identified as a highly positive element of Quest Prep Academy. Parents expressed high value in having a teacher who would become familiar with the family as a whole, who would follow students throughout multiple years, and who could serve as a mediator between class teachers and parents or students. Education Coordinators were also valued as connected students with additional support, including early intervention and SPED.

Research completed by Strategic Vision also researched areas of questions or concerns, which provided QPA with the needed insight to build a strong program from the foundation. Below is a summary of the main areas of concern and how QPA will address each to create a positive and desirable school option.

- Low engagement of younger students with an online platform.
 - This will be addressed by QPA teachers completing specific certification and continual professional development in the best practices of virtual instruction, as well as the project-based approach including materials kits which will ensure that all students have the same materials in front of them during class time.
- Students' inability to see the full body of the teacher or classmates, especially younger students who are learning about reading body language and social cues.
 - This will be addressed by QPA teachers utilizing tripods so that they can be standing and doing hands-on activities for at least ½ of the class meeting time, as opposed to sitting and lecturing.
- Education Coordinators discussing negative aspects of a student's learning in front of the

student.

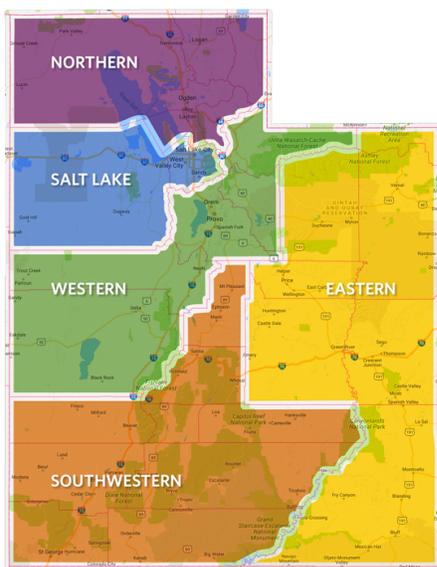
- This will be addressed by QPA ECs focusing on the positive and setting learning goals with each student during student-parent-EC conferences, and meeting first and separately with a parent/guardian to address any areas of concern.

Planned Promotions

Quest Prep Academy will work closely with Strategic Vision to create ads and messaging that connects with the values and core motivations of families throughout Utah. Strategic Vision's approach has proven highly successful for multiple large, international, and diverse companies. The full report, attached at the end of this application, includes a partial client list to demonstrate SVI's effectiveness.

Quest Prep Academy will promote the school state-wide, through social media, commercial advertising, and in-person appearances.

- Social media posts on Facebook and Instagram, with optimized boosts for high engagement.
- Print ads in parenting magazines and at local events attended by families with K-12 students.
- Online advertising to parent groups and on websites for Utah-based businesses aimed at K-12 students.
- In-person appearances at local events, in each of the major regions of Utah, that have a high attendance of K-12 students, including: info sessions, information booths with fun learning activities, and speaking engagements.



- In-person appearances at libraries, recreation centers, and parks throughout Utah, to meet families with K-12 students, in each of the major regions of Utah.
- QPA will approach school districts in each major region of Utah - Northern, Salt Lake, Western, Southwestern, and Eastern - to ascertain how our charter school can support students within their boundaries who need an alternative educational model. Since Utah Education Code 53G-6-702, "Dual Enrollment" allows students to be enrolled in their district school and simultaneously enrolled in a second public school option, Quest Prep Academy will seek to partner with districts throughout Utah to provide additional support to their students in need.

Advertising Strategy

Quest Prep Academy will use data and results collected through Strategic Vision research to direct advertising and messaging to target demographic, which includes families with K-12 students, currently enrolled with public neighborhood and charter schools, private schools, and

those choosing at home learning, throughout Utah. Strategic Vision focuses advertising on the personal needs and values of potential customers, proving to be an extremely effective marketing tool, as evidenced by their long list of highly successful clients.

All Quest Prep Academy advertising, including print and digital, will be offered in both English and Spanish, since Hispanic population is the 2nd highest demographic choosing charter schools, making up 19% of charter school enrollment. We will also go into regions with high special populations - low-income, EL students, homeless, and foster care families - to meet families in person, at local parks and community centers and community events. QPA's board is dedicated to including special populations, as we believe inclusivity benefits all students and families.

[\(https://www.abc4.com/news/student-enrollment-is-up-in-utahs-public-schools-report-shows/\)](https://www.abc4.com/news/student-enrollment-is-up-in-utahs-public-schools-report-shows/)

2270 Preston Ave
Santa Clara, UT 84765
Kelly.Colvin@gmail.com
(435) 229-8008

October 30, 2021

To Whom It May Concern,

I am the mother of seven children ranging in age from one to 17 years. My children have been educated in a variety of ways including private school, home school, and public school.

I spoke with Amy for over an hour today and Quest Prep Academy sounds like it will be a fantastic school. I feel that it will contribute to Utah's goals as a community, helping our students be better prepared for higher education and to be contributing members of society at large.

I particularly love that her teachers will have specific training in teaching online (an important skill that not all online teachers have).

I also love that the classes at Quest Prep will have children from different age groups. I believe that this can be key in education as it helps children to learn, feel confident in themselves, helps them to share and teach what they know with their peers, prevents bullying and overall influences them in a positive way.

I also appreciate that Quest Prep will support children in choosing classes they are interested in and offer a variety of ways for them to learn. I feel that allowing children to make choices, in safe ways, encourages love of learning and supports critical thinking skills.

School can often be filled with lots of distractions, especially in the upper grades and kids often feel pressure to look and behave a certain way. This can make school feel more like a daily fashion show or popularity contest and draws the attention away from learning the things that will truly prepare them for life. I believe that the online format of Quest Prep will help students focus on learning and prepare them to be critical thinkers, an essential life skill in the world we live in today.

I believe this type of school can bring the focus of learning back into our children's lives and promote love of learning.

I hope you will consider Quest Prep Academy as an asset to our Utah community as it supports our culture, values, and vision for our children.

Sincerely,

Kelly Colvin

Mallory Stone
Lehi, Utah
mrsmallorystone@gmail.com

November 1, 2021

Utah State Charter School Board
250 E 500 S
PO Box 144200
Salt Lake City, UT 84114-4200

Dear Utah State Charter School Board,

I am writing to express my support for Quest Prep Academy. I am a resident of Lehi, Utah and I believe that Quest Prep Academy will be an asset to my community. Quest Prep Academy will provide another educational choice to families who are in search of schools with high academic standards and diverse learning opportunities for their children. High standards combined with high support will be a great benefit to our growing population of families and their needs.

I am confident that Quest Prep Academy will be an excellent addition to the Utah State Charter schools and that they will be able to provide an exceptional educational choice to students in my district and their parents who are seeking a wider array of educational opportunities.

I support the approval of Quest Prep Academy to serve students in my district. I value the research, preparation, and approach and I would be pleased to see a school of choice in the community.

Sincerely,

Mallory Stone

October 29, 2021

To whom it may concern,

My name is Nancy and I am a mother of three children. We have lived in multiple states across the country throughout their lives and schooling has been challenging. Trying to find homeschooling options was also extremely difficult as they had either closed registration, had inflexible scheduling issues, or were impossible to reach instructors for questions.

The school option being proposed here would be amazing here in Utah for parents like myself who need homeschooling for children who have been aggressively bullied, need better and more tailored educational needs, and/or flexible schedules with an Education Coordinator to help with everything.

I'm excited at the prospect of my son being able to attend this school and what it would mean for him, and other children in the state, who need easier access to schooling. I hope that you will take this into consideration, as another option in a state of options, for those who need something different from public school, k12, private school, or simply trying to homeschool alone. Sometimes, parents need a hand to give our children the best opportunities in life without risking their physical or mental health in the process.

Thank you for your time,

Nancy Dowd



Focused Teaching

Teachers focus their energy and expertise into their selected fields of study to dive deep and inspire a lifelong love of learning.

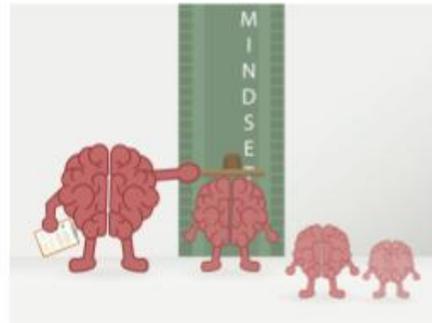


Synchronous Virtual Classes

Students participate alongside classmates in real time online instruction, taught by QPA teachers who are trained and focused on the most effective virtual instruction.



Education Coordinators guide families through the journey of K-12 education and onto college, career, & citizenship.



A learning environment of **Growth Mindset**.

Talents can be developed through hard work and guidance. Students care less about looking smart and care more about learning new skills and taking initiative.

Quest Prep Academy



Flexibility

Choices in core academic classes and a wide variety of elective class options allow students to tailor their education as they advance. Varied class times, and clearly defined independent study assignments meet the needs of students and their families. Combination age/grade classes allow all students to learn and progress at the pace that is just right for them.

Project-based Learning

Students enjoy hands-on, dynamic projects that enhance their learning at every grade level. *QuestPacks* are kits shipped to students' homes with all the materials needed to participate in projects alongside classmates. *QuestBooks* become a keepsake that records their educational progress, in their own creative style.



5. Governance

Founding Board

Quest Prep Academy has assembled a team of experts in charter public school set up and administration, school accreditation, teaching and curriculum development, online education, use of technology in K-12 education, business administration, banking, and state compliance. This founding board does oversee the application and initial establishment of the school. All current board members have completed a Background Information Sheet, and agree to have a background check completed upon approval of the charter.

All decisions impacting application and establishment of Quest Prep Academy are voted on in public board meetings, at which a quorum is in attendance, and discussions are relevant and student focuses.

As stated in Appendix B, Articles of Incorporation, neither the charter school authorizer nor the state, including an agency of the state, are liable for the debts or financial obligations of the Quest Prep Academy, nor are persons or entities that operate the charter school.

Startup Board

Upon charter approval, Quest Prep Academy will operate under Title 16, Chapter 6a, Utah Revised Nonprofit Corporation Act. Quest Prep Academy was approved as a Non-profit Corporation, by the UTAH Dept. of Commerce, on October 27, 2021. This organization was established for the sole purpose of operating Quest Prep Academy as a public charter school in Utah. Upon approval of the charter, the board will move forward with obtaining 501(c)(3) status with the IRS.

Upon approval of the charter, Amy Edwards, current Board Chair, will transition off the Board to become the Director of the school, and Tyler Nelson, current Vice Chair, will become the Board Chair. The board has already approved this transition. Cameron Curry, who has provided invaluable insights into developing a quality charter school and governance will step down from the board, so that all board members represent Utah communities. One (1) or two (2) additional board members will be appointed by the remaining board members: Tyler Nelson, Jessica Ellis, Robert Marx, and Mary Kavanaugh.

School Governance Board

The governing board, upon opening of the school, will continue to seek out board members representing diverse regions of Utah, so that state-wide educational needs and interests are addressed. Board members may include, but are not limited to: community members, educators, business owners, and parents.

6. Staffing

Finding the Right People

Qualifications on paper are just a small part of the equation in building the right team who will bring QPA's mission and vision into reality. The right team, with people who fit our model are the key. As Brian Westfall pointed out in his article, "How to Hire the Right Person, Not the Best Person", there are three important steps that can be taken to find the right people to help Quest Prep Academy not just "get the job done", but achieve its Mission & Vision. These steps are (1) Do a culture fit assessment, (2) Implement job auditions, and (3) Make hiring a collaborative effort. At Quest Prep Academy, we plan to use all three, along with other proven strategies, to find the right people to build the school we have envisioned.

First and foremost, we want people who are excited about our mission and vision, and about the key elements we have planned to achieve our short and long term goals. We want people who have the vision to see how the elements of our model fit into our mission and vision. Before each interview, applicants will complete a culture fit assessment including: "...questions about their motivations, goals, preferences and other qualities to help hiring managers make more informed decisions when it comes to hiring the right person." (Westfall). Other useful resources in the pre-interview stage include administering a Myers-Briggs or Social Styles assessments. This information will then be used to drive the interview to determine if a candidate will fit well into Quest Prep Academy's culture of fostering a growth mindset, encouraging students to express their own creativity and take initiative, empowering students with the skills to learn and think independently, conveying an appreciation of testing as a learning environment, and most importantly a love of lifelong learning.

For candidates who are invited to complete a second meeting regarding employment, we will use a technique known as a "job audition" to evaluate the capability of each candidate with Quest Prep Academy's needs within each position. "Respondents to LinkedIn's 2018 Global Recruiting Trends Survey named job auditions as the second most useful innovation to candidate evaluation, behind soft skills assessments." (Westfall). Candidates will be presented with realistic scenarios that will likely arise within their position and asked to respond in the moment. This also allows candidates to get a realistic vision of the day to day job, so that they can assess for themselves if the position is the right fit for them. We want staff who want to be here!

General Staffing Guidelines

QPA will use a significant amount of the overall budget to obtain quality teachers and support staff. Funds that most schools spend on purchase, rent, and maintenance of physical school sites, will not be needed by QPA and will thus be used in acquiring and maintaining teaching and support staff who are a good fit for moving our mission and vision forward, and to promote loyalty through clear value of their service.

Relationships among all staff are a high priority, and QPA will foster an environment of collaborative learning among all positions.

All potential employees, volunteers, and governing board members must submit to a criminal background check and continued monitoring, per Utah Legislative Code 53G-11-402. Proof of completing background check must be provided before final contract will be offered, and results of background check must be obtained by QPA before any employee may have contact with QPA students.

QPA will not discriminate against relatives of current employees, however any relatives of charter officers - governing board members - must meet the Utah State provisions in legislative code 53G-5-409. In addition no staff member can report directly to or be evaluated by an immediate relative. As we seek to recruit team members who are the right fit for our culture, mission, and vision, we value recommendations by existing staff, who understand that culture.

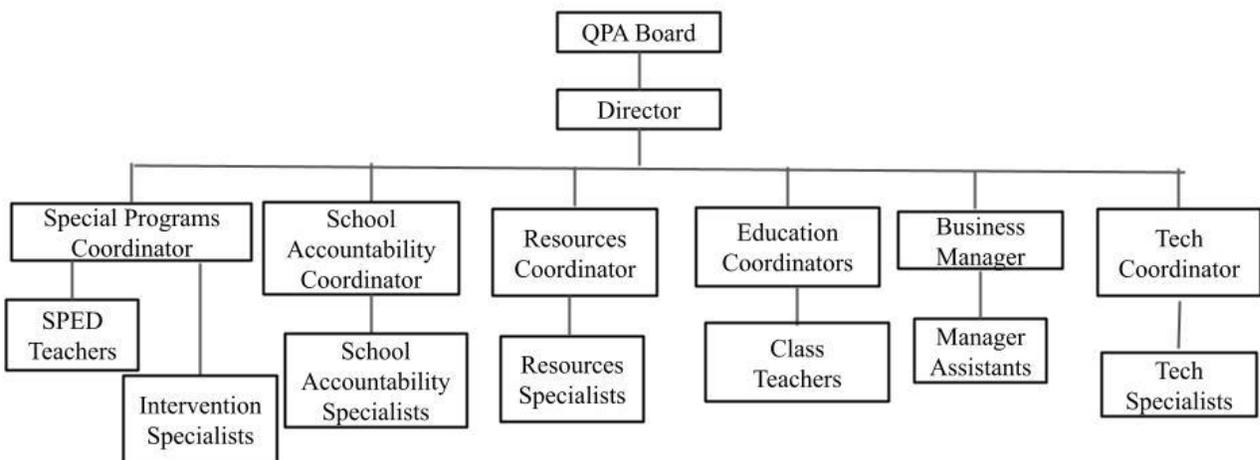
Start Up Year Staffing

In the start up year, prior to the opening of the school, the Board will contract with a Director and a Business Manager, who will work as independent contractors for pre-operational year.. The Director will be responsible for preparing the academic and administrative elements of Quest Prep Academy for opening in August 2023. The Business Manager will be responsible for preparing the business components of Quest Prep Academy for opening in 2023-24. Both will attend board meetings to report and to receive direction. Both positions will transition to full-time employees of Quest Prep Academy by May 1, 2023, or a date approved by a quorum of the Board, for school opening in August 2023.

Key Positions

The positions below are the key positions deemed necessary for the school opening for the 23-24 school year, upon the opening of Quest Prep Academy. Coordinators will oversee assigned departments and report to the Director. In addition to Coordinators, QPA will also employ Teachers beginning June 1, 2023 to prepare for teaching assignments in the 23-24 school year. Additional “Specialist” positions will be added as enrollment merits, and such positions will work directly under the Coordinator indicated in the chart below. Temporary staff may be hired to work from June-October 2023 to manage initial enrollment processing and student curriculum & materials distribution.

Additional positions and adjustments to the responsibilities of current positions may be added as enrollment grows and needs are identified and approved by a quorum of the board. Compensation for all positions will be approved by a quorum of the Board annually.



Director

The Director works closely with the governing board to implement policies and procedures that further the mission and vision of Quest Prep Academy. The Director oversees all coordinator positions, including the implementation of QPA policies and procedures by coordinator and teaching staff, including, but not limited to: training Education Coordinators; collaborating with department Coordinators and Business Manager and ensuring that information, processes, and procedures from departments are shared with fidelity and in a timely manner; attending leadership meetings as needed; monitoring compliance and academic progress; participating in staff hiring and evaluations; approving staff salaries and then obtain final approval from QPA Board; approving stipends, overtime, and time off requests; approving policy exception requests; ensuring SPED services are provided appropriately; fostering positive authorizer relationships; being responsive to parent concerns; implementing accreditation action plan. The Director position requires travel throughout the state of Utah and work on some weekends/holidays.

Qualifications

- Master's Degree in Education or related field.
- Utah teaching credentials in Elementary Education and Secondary Education
- Min 5 years experience teaching in charter and/or online school
- Min 2 years administrative experience, preferably in a charter and/or online school
- Track record of compliance within public school, preferably charter school.
- Exceptional organizational skills, interpersonal communication skills, personnel management and ability to supervise a group, ability to work as a team player as well as independently and be self-motivated, and high competency in using electronic communications methods.

Salary range: \$95,000 - \$130,000, for 12-month contract, depending on qualifications and experience.

Business Manager

The Business Manager works closely with the Director and the Board in managing the business aspects of school operations, including but not limited to: finance; payroll; accounting; monitor and approve day to day spending and delegated borrowing and lending authority; approve payroll and accounts payable; all associated reporting assigned to these areas.

Qualifications

- Business degree preferred
- Min 5 years experience working in public education finance.
- Exceptional organizational skills, interpersonal communication skills, personnel management and ability to supervise a group, ability to work as a team player as well as independently and be self-motivated, and high competency in using electronic communications methods.

Salary range: \$60,000 - \$80,000, for 12-month contract, depending on qualifications and experience

Education Coordinator

Education Coordinators are credentialed teachers who will participate in teaching QPA online live classes, but with a reduced class schedule, so as to allow them time to complete other management & supervisory tasks including, but not limited to: maintaining a supervisory roster of 30-40 students; training and supervising teachers as assigned; participating in teacher hiring and evaluations; collecting and uploading student records, work samples, and other required forms to SIS; creating & adapting curriculum and supporting teachers with curriculum implementation.

Qualifications

- Utah Teaching Credential in Elementary Education
 - Additional credential in Secondary Education, preferred
 - Master's degree in Education or related field, preferred
- Min 2 years experience teaching, preferably in online or distance program
- Experience adapting and creating curriculum, including for EL and SPED students
- Excellent organizational skills. Ability to problem-solve and mediate with teachers and parents
- Track record of compliance within public school, preferably charter school.

Salary range: Base teacher salary, depending on qualifications and experience; +\$6,000 stipend for additional responsibilities

Teacher

QPA teachers focus on preparing for and teaching live, online classes in their subject area of expertise. Responsibilities include, but are not limited to: reviewing and planning class activities and homework assignments based on standardized textbook or online curriculum adopted by QPA; adapting and creating learning activities to align with QPA's mission and model; providing additional academic support through scheduled office hours and by appointment; maintaining

open communication with Education Coordinators regarding progress and any areas of concern for students on the EC's supervisory roster.

Qualifications

- Utah Elementary Education Credential
- Online teaching experience preferred. Unless already certified at time of hire, teacher will be required to complete specific training in online teaching by December 1 of initial school year
- Experience successfully implementing standardized curriculum, meeting a minimum of 80% of standards within each class or subject area
- Preferred, experience implementing project-based curriculum and/or learning activities and assessments
- Ability to adapt curriculum to meet needs of SPED and EL students
- Ability to use various assessment tools to drive instruction

Salary range: \$45,000-\$65,000, for 10-month contract, depending on qualifications and experience

Special Programs Coordinator

The Special Program Coordinator oversees QPA support for students with IEP/504 Plans, those in need of focused intervention, EL students, and At-Risk populations (homeless and low-income). He/she will focus on three (3) areas of support: (1) Teacher Coaching, (2) Parent Coaching, and (3) Compliance. Responsibilities include, but not limited to:

- Teacher Coaching
 - Develop and manage coaching plans for QPA Special Education Teachers in providing virtual specialized academic instruction
 - Support procedures to provide statewide assessments and accommodations
 - Provide SEIS technical support to teacher and service providers
 - Provide direct and indirect coaching support to Education Coordinators and Teachers in SPED and early intervention resources
- Parent Coaching
 - Inform families regarding enrollment, enrichment, and specialty partnerships as it applies to their child with an IEP or 504 Plan
 - Guide parents in participating in the special education process or early intervention and academic support for struggling students
- Compliance
 - Assist QPA Special Education Teachers in operating programs that support students in the most inclusive environment
 - Facilitate IEP meetings as appropriate or act as Administrative Designee
 - Analyze and report on student data as it relates to special education services
 - Analyze and interpret state and federal laws and regulations governing the provision of special education
 - Monitor SEIS regularly for special education compliance

Qualifications

- Utah Elementary Education Credential
- Utah Special Education Credential
- Track record of compliance with regards to SPED & Special Populations
- High skills in communicating through technology and creating and delivering virtual presentations and trainings.
- High interpersonal skills in communicating with teaching staff and parents
- Excellent organizational skills

Salary range: \$40,000 - \$55,000 for 10-month contract, depending on qualifications and experience

School Accountability Coordinator

The School Accountability Coordinator focuses on the Student Information System (SIS) with responsibilities including, but not limited to: training and supporting QPA staff in compliance processes as needed; ensuring all student records (attendance logs, work samples, testing reports, forms, etc) are complete and accurate; support teaching staff by troubleshooting compliance processes and procedures: processing enrollments and withdrawals; maintaining SIS and making adjustments as directed; gathering required forms and information from families and/or Education Coordinators as needed and uploading to SIS; providing student records to schools or outside agencies as authorized by parent/guardian and permitted by education and privacy laws.

Qualifications

- Min 2 years working in office setting
- Bachelor's degree preferred
- Ability to navigate through all aspects of Student Information System (SIS)
- Skills in Microsoft Word / Google docs, and Google Sheets / Excel
- Ability to multitask, take initiative, and work effectively in teams as well as independently
- Detail oriented with the ability to maintain professionalism under pressure
- Maturity and integrity to handle sensitive or confidential task and information

Salary range: \$25,000-\$35,000, for 10-month contract, depending on qualifications and experience

Resources Coordinator

The Resources Coordinator works closely with the Director and Business Manager in obtaining and distributing student and teacher materials (texts, online curriculum, and materials for student kits/QuestPacks). Process approved payments to outside education providers, when applicable. Coordinate field trips and other educational events, including logistics and accounting. This Coordinator works closely with Business Manager

Qualifications

- Min 2 years working in distribution setting, managing incoming and outgoing materials, and organizing inventory and inventory records

- Experience maintaining financial records or incoming and outgoing inventory and other resource expenses
- Ability to multitask, take initiative, and work effectively in teams as well as independently
- Detail oriented with the ability to maintain professionalism under pressure

Salary range: \$25,000-\$35,000, for 10-month contract, depending on qualifications and experience

Tech Coordinator

The Tech Coordinator works closely with the Director and Business Manager in obtaining and distributing student and staff tech supplies, including but not limited to: laptop computers, wifi boosters, and docu cams (teachers only). He/she will order and receive all technology items, download secure servers and complete set up for all student & staff laptops, and then ship them to the appropriate person for school/work use. He/she will support staff, students, and parents in troubleshooting technical issues with school-owned technology.

Qualifications

Salary range: \$35,000-\$45,000, for 10-month contract, depending on qualifications and experience

Specialists & Added Positions

“Specialists” will be added, serving under corresponding Coordinators and the Business Manager as needed with increased enrollment. For an opening, with up to 400 students enrolling, all tasks can be completed by the Director, Business Manager, Coordinators listed, and initial Teachers.

Specialists will be paid an hourly rate and can work full or part time, as needed by QPA.

Temporary staff may be brought in for initial enrollment onboarding the first year.

6a. Required Employment Policies

Criminal Background Check

Per Utah Legislation 53G-5-408, the following individuals are required to submit to a criminal background check and ongoing monitoring as provided in Utah Code Section 53G-11-402:

- (1) an employee of a charter school who does not hold a current Utah educator license issued by the state board under Title 53E, Chapter 6, Education Professional Licensure;
- (2) a volunteer for a charter school who is given significant unsupervised access to a student in connection with the volunteer’s assignment;
- (3) a contract employee, as defined in Section 53G-11-401, who works at a charter school;
- (4) a charter school governing board member

Thus, Quest Prep Academy will require proof of completion of criminal background checks for all staff who do not hold a current Utah educator license, volunteers, contract employees, and

governing board members before employment or service can be contracted. Results of criminal background check, for the DOJ, must be obtained by QPA before any person has unsupervised access to any QPA student.

Employment of Relatives

Per Utah Legislative Code 53G-5-409: Regulated Transactions and Relationships - Definitions - Rule Making:

- (2) (a) Except as provided in Subsection (2)(b), a relative of a charter school officer may not be employed at a charter school.
- (b) If a relative of a charter school officer is to be considered for employment in a charter school, the charter school officer shall:
 - (i) disclose the relationship, in writing to the other charter school officers;
 - (ii) submit the employment decision to the charter school's governing board for the approval, by majority vote, of the charter school's governing board;
 - (iii) abstain from voting on the issue;
 - (iv) be absent from the portion of the meeting where the employment is being considered and determined.
- (3) (a) Except as provided in Subsections (3)(b) and (3)(c), a charter school officer or a relative of a charter school officer may not have a financial interest in a contract or other transaction involving a charter school in which the charter school officer serves as a charter school officer.
- (b) If a charter school's governing board considers entering into a contract or executing a transaction in which a charter school officer or a relative of a charter school officer has a financial interest, the charter school officer shall:
 - (i) disclose the financial interest, in writing, to the other charter school officers;
 - (ii) submit the contract or transaction decision to the charter school's governing board for the approval, by majority vote, of the charter school's governing board;
 - (iii) abstain from voting on the issue;
 - (iv) be absent from the portion of the meeting where the contract or transaction is being considered and determined.

Although Quest Prep Academy seeks out teaching and support staff who fit our culture and will work well within our team to forward our mission and vision, any relatives of charter officers must meet all provisions described above to be considered for employment or contracted services.

Employment Evaluations

Per Utah Legislative Code 53G-5-302, all employees shall participate in evaluations. Each employee will meet with his/her direct supervisor to complete an evaluation, each school year. Employees will be provided with the evaluation form and asked to enter self-scores and commentary that includes examples to justify their score in 1 column, and then submit to their direct supervisor by a set due date in early Spring of each school year. Supervisors will then score and comment on the same criteria in a column to the right of the employee's scores & commentary, and then schedule a meeting with the employee to review evaluation before the end of the school year. Evaluations will impact continued employment and adjustments in salary. All

employees may request to have their evaluation reviewed by the Director and/or schedule a meeting to discuss evaluation with the Director.

Sample PROJECTED ONLY Evaluation

Teacher Name:	Date:	
SMART Goals	Teacher Rating (1-5)	Evaluator Rating (1-5)
Job Performance:		
Student Achievement:		
Evaluation Area	Teacher Rating (1-5)	Evaluator Rating (1-5)
Respond to calls, emails, & LMS messages in a timely matter (within 24 business/school hours)		
Attend all required staff, student-teacher, and family meetings on time and prepared.		
Effective and positive communication with staff, students, and families, both verbal and written.		
Accurately complete all assigned tasks by the due date. Uploading verification of student work, attendance, and other records as needed.		
Actively collaborate with colleagues in creating and integrating learning and assessments.		
Monitor student progress and ensure that learning goals are met each learning period (every 20 school days). Create an action plan with any students who fall behind.		
Adapt curriculum and learning activities to align with QPA Mission & Vision of fostering initiative, creativity, collaboration, critical thinking, and growth mindset.		
Demonstrate understanding of Visible Teaching & Learning through instructional practices, adaptation of curriculum, and creation & use of learning activities that include visible student		

outcomes.		
Demonstrate understanding of project-based learning by creating and/or implementing projects based on (1) A challenging problem or question, (2) Sustained inquiry, (3) Authenticity of purpose, (4) Student voice & choice, (5) Student reflection, (6) Critique & revision, (7) Public product		
Plan learning goals in collaboration with students, including assessment reflection as a learning tool.		
Score Totals	/ 100	/ 100
<p>Self Reflection Describe areas of strength and opportunities for growth. Suggest specific steps planned to achieve growth and/or support needed from administration and other QPA staff.</p>		
<p>Evaluator Comments</p>		

7. Business & Operations Plan

Quest Prep Academy understands the important role that sound financial decision-making plays in accomplishing the school’s mission and vision. This includes ensuring that QPA is exercising appropriate discretion with its expenses including, but not limited to, technology, staffing and benefits, curriculum, materials, and purchased services. QPA is committed to being a fiscally responsible non-profit charter school in compliance with all state and federal financial reporting and oversight requirements. QPA, as stewards of taxpayer dollars, will review monthly and yearly budgets for both state and federal funds, to ensure the monies spent advance QPA’s mission and vision.

Planning Year

With a scheduled 2023-2024 school opening, QPA intends to hire a director and business manager on a contract basis while the QPA program is being developed and launched. Hiring will be subject to available funding, either from the Utah Charter School Revolving Loan or the Charter School Start-Up funding. For the Planning Year, QPA has included \$300,000 in revolving loan funds that will be paid back over a five year period, with the first year being a grace period

with no payments, per previous agreements between charter schools and the Utah State Revolving Loan Committee.

Audit and Controls

QPA recognizes that the Board is responsible to ensure QPA complies with all state-mandated reports and deadlines and institutes proper controls to mitigate risk factors that exist in a business environment. With this in mind, AAU will contract with an independent CPA firm to conduct an annual independent audit at the end of each fiscal year as required by State Law. Funds in the amount of \$25,000 have been budgeted for audit services and reporting, including the Annual Financial Audit, October 1st Enrollment Count and Membership Reporting, and annual IRS Form 990 preparation and filing. This amount is included in the Purchased Professional and Technical Services line items.

The audit report will be delivered to both the USOE and the Utah State Auditors' Office by November 30 each year in compliance with state requirements. QPA will submit required monthly financial reports in the first year of operation, followed by required quarterly financial reports beginning in Year 2.

Fundraising

QPA is not planning to rely on donations for funding and operations. If any donations are received, any restricted donations will be used in accordance to the donor's request and any unrestricted donations may be used at the discretion of the Board of Directors and/or Director.

Balanced Budget

In accordance with Utah State Law, Title 53A-3-303 and 304, QPA will appoint a business manager. QPA's Board of Directors will approve an annual budget in compliance with state law before the beginning of each fiscal year. During the fiscal year, the Board and the Director will review the budget and reports. This includes the Board appointing a board member (Treasurer) to review and report on the on-going financial activities of QPA. The Treasurer (or the Board) will ensure that the Director is adhering to the approved budget and that the individuals charged with QPA's business activities are properly reporting QPA's activities to the Utah State Office of Education Board and the State of Utah in a timely manner. Examples of financial reports that will be submitted in accordance with state statute or USOE requirements include: Annual Financial Report and Annual Program Reports by October 1st of each year, Monthly Financial and Enrollment Summary reports monthly for the planning year and first year of operations; Negotiations Report; and following all necessary laws in regards to transparency and certifying at the end of each year these requirements have been met.

The focus of the Board's financial oversight will provide checks and balances to ensure the proper expenditure of school funds, and oversee the cash flow activities of QPA. QPA will work towards building an adequate cash reserve in the first year of operation. This reserve will be used for future unexpected events, decreases in state and/or federal funds or targeted future expenditures.

Contract Services

QPA will comply with the state of Utah's purchasing and procurement procedures, circulate a Request for Proposal (RFP), and consider all qualified applicants before entering into any contract or agreement with a management company.

QPA's Director and Business Manager (collectively, "QPA Directors") will be charged with working with the Board on a number of start-up activities such as recruiting and registration of students; recruiting and hiring faculty and staff with the skills to help QPA fulfill its mission and vision; procurement of textbooks, curriculum materials, other materials and supplies; implementing the technology plan; writing the Teacher Handbook and preparing a Parent and Student Handbook.

The QPA Directors' annual salaries are estimated to total \$190,000. The salaries are commensurate with the planned three-year growth which expands QPA from an elementary school to a combined elementary and secondary school using synchronous distance learning method and technologies. Such benefits will be similar in nature to those offered to other full-time staff members.

QPA plans on purchasing computers for the directors' use to complete the necessary tasks during the planning year, but it is not anticipated that any space will be leased or rented. A small amount of money (\$4,000) has been allocated to provide the QPA Directors with supplies (filing cabinet, printer, office supplies, etc.) for the initial planning phase.

QPA has also set aside, during the planning year, for purchased services and insurance. QPA has budgeted \$8,000 for legal fees. These fees will be used to retain an attorney to review contracts, leases or purchase agreements, etc.

QPA will secure a fidelity bond in the amount consistent with Utah Administrative Code R628-4-4. QPA will ensure that the bond received is issued by a corporate surety licensed to do business in the state of Utah and having a current A.M. Best Rating of "A" or better. QPA has budgeted \$1,000 to purchase insurance during the planning year. This bond will be renewed annually to remain in compliance with the aforementioned Utah Administrative Code.

7a. Budget

The Board will continue to follow procedures adopted in the planning year and first year of operation. The Board will approve an annual budget in compliance with state law before the beginning of each fiscal year and the Board and the Director will continue to review the budget at least monthly to ensure financial stability.

The Board Treasurer will also continue to review and report on the on-going financial activities of QPA, measuring and reporting on items related to the budget and cash flow and any additional items as deemed necessary. The Treasurer, in conjunction with the Board, will continue to ensure

that the Director is adhering to the approved budget and that the individuals charged with the school's business activities are properly reporting the school's activities to the Board and the State of Utah.

Operational Years 1-3

QPA has applied to open its doors in August 2023. QPA anticipates having a first year enrollment of 300 students in grades K-6.

Revenue - During the 2023-2024 fiscal year, QPA has budgeted to receive \$2,523,350 (for 300 students) in total funding. In determining this amount, QPA has used the charter school funding worksheet provided by the state of Utah (updated as of 9-14-21) on the charter school section of the state's website.

QPA has included an extra \$131,250 in the first year of operations as an awarded amount from the charter school start-up grant. While the maximum amount a school can receive is \$400,000 spread out over a three year period, QPA is applying for \$321,875 based on annual enrollment. While the timing of the award may be different the first year as QPA may receive a chunk of the funds in its planning year and a different amount in its first year of operations. If that occurs, QPA will make the necessary adjustments to purchase items written for that grant in the proper accounting period.

Text, Curriculum, & Library Materials – \$234,000 (approx. \$780 per student per year) has been allocated for the purchase of materials kits and textbooks. This includes receiving and processing the materials, and shipping the final kits to students. Library services are not budgeted.

Payroll & Benefits - The projected salaries shown on the budget are based on expected averages for the positions listed. Benefits include medical, dental and vision paid largely by QPA, and an employer matched (up to 5%) 403(b) retirement account.

Teachers – While some teachers will be paid more or less based on levels of experience, education, and area of instruction, it is anticipated that the average teacher salary will be \$55,000. This is in the upper end of the industry range for charter school instructors, but is necessary to ensure QPA's ability to hire qualified instructors in a tight job market (see <https://utahpolicy.com/archive/26260-solving-the-teacher-shortage-when-the-world-is-on-fire>). Staff will also include SPED teachers and at least one EL-qualified teacher.

Staff Support Services – QPA plans on hiring additional support staff as outlined in Section 6 - Staffing.

Capital Facilities - QPA is not planning to build, buy, or lease capital facilities. Additional property and liability insurance has been budgeted for administrative and support functions to be handled remotely.

Technology - QPA is a synchronous online school. This requires significant resources for instructors and students to be successful. The budget includes Chromebooks for all students with appropriate hardware and software. Instructors will receive laptops that can support daily instruction via video feeds. Students without adequate internet connections will be provided with Wi-Fi extenders, which has been a successful approach with other online learning schools. The budget includes shipping laptops to/from students.

The cost for a Student Information System (SIS) is budgeted for \$7,500 per year for up to 1,000 students and a one-time set up fee of \$7,000. QPA does not anticipate needing to increase this cost during the first three years of operations. The cost for the Learning Management System (LMS) is budgeted for \$7,000 for the first year with an annual ongoing cost of \$3,500 plus \$10 per student after the first 350 students.

Outside Extracurricular Activities - In keeping with its mission and vision, QPA has budgeted \$225,000 in year one (\$750 per student per academic year). This amount is not a prepayment for services, and can be adjusted if not used.

Enrollment Assumptions - The enclosed budgets account for the planned growth of the school from 300 students in year one to 450 and 800 students in years two and three respectively. The break even analysis for each year is very conservative and contemplates a 66% enrollment rate for years one and two, and a 50% enrollment rate for year three. While a break even analysis typically identifies the actual break even point (i.e. what enrollment is needed to cover the basic cash flow), QPA used an approach to ensure funds were still available at the end of the academic year to ensure a timely and funded wind down in the event the Closure Plan outlined in section 7E needs to be implemented.

Budget templates for Year 1, 2, and 3 is attached at end of this application

7B. Finances

The Board will review the annual audit performed by an independent CPA firm selected and engaged by the Board. Upon receipt and review of the annual audit report, QPA's Board of Directors will oversee that management acts upon and addresses all comments that arise from the independent audit. The Director (or delegate) will be requested to report on the progress of these items regularly in Board Meetings and other correspondence with the Board, in particular with the Board Member appointed to oversee finances (Treasurer).

In accordance with Utah State Law, Title 53A-3-303 and 304, QPA will appoint a business manager. QPA's Board of Directors will approve an annual budget in compliance with state law before the beginning of each fiscal year. During the fiscal year, the Board and the Director will review the budget and reports. This includes the Board appointing a board member (Treasurer) to review and report on the on-going financial activities of QPA. The Treasurer (or the Board) will ensure that the Director is adhering to the approved budget and that the individuals charged with QPA's business activities are properly reporting QPA's activities to the Utah State Office of

Education Board and the State of Utah in a timely manner. The Treasurer will also ensure QPA's records and reports are adequate to meet QPA's insurance, annual audit, Audited Financial Report (AFR), and other key financial management obligations and that any grants or federal programs QPA receives are administered according to established guidelines.

Student attendance and performance will be tracked and assessed not only to ensure QPA is meeting the needs of its students, but also to ensure QPA has the necessary records to satisfy grant application, eligibility and reporting requirements.

The focus of the Board's financial oversight will provide checks and balances to ensure the proper expenditure of school funds and oversee the cash flow activities of QPA. QPA will work towards building an adequate cash reserve in the first year of operation. This reserve will be used for future unexpected events.

7C. Facilities

Quest Prep Academy will not have physical facilities. All staff will work from home, with virtual staff meetings and other meetings as needed. QPA may rent, for a day or less, a facility in which to hold a school-wide staff meeting, or for the purpose of a regional family event. All facilities will meet Utah requirements for use by a public school.

7D. Pre-Opening Plan

QPA's pre-opening plan is relatively simple compared to its brick-and-mortar cohorts. As discussed in the business plan, QPA does not plan to build, buy or lease capital facilities. Herein we have listed the critical milestones to be accomplished. Additional details for each step are included in the previous sections of this application.

Please note, all activities are contingent on funding release.

- Director and Business Manager start date: estimated Spring 2022
- Prepare and publish RFPs for services and products - Spring/Summer 2022
- Finalize staffing and contingency plans - Fall/Winter 2022
 - Interview teachers and staff: January 2023-May 2023
 - Initial offers begin going out in February 2023
 - Additional offers will be done based on contingency plan and enrollment numbers
- Student enrollment opens: February 1, 2023
- Place laptop orders: May 2023
- Order QuestPacks and materials: June 2023
- Process laptops and software: June-July 2023

- Process QuestPacks and materials: June-July 2023
- Ship all items: July-August 2023
- School opens: August 2023

7E. Closure Plan

QPA recognizes that charter schools are accountable to their stakeholders, including the taxpayers of the state of Utah, the students who attend the school and their parents, and to the charter authorizer. Based on national data, the number one reason for charter school closure is financial and managerial problems. QPA recognizes that the flexibility and autonomy given to charter schools requires accountability to the stakeholders for both academic results and fiscal practices. If the school persistently fails to meet the expectations placed on it as a public school and/or fails to take steps required to remedy identified deficiencies, then closure may be the best option.

The Board of Directors will establish a committee that will annually evaluate the school and determine whether the school is in line with the goals and standards contained in the Charter Agreement and this Charter Application. The committee will report its results to the Board of Directors. In the event the school is not meeting its goals, the Board of Directors will report the results of the evaluation to the Utah State Charter School Board. The Board will then form a committee that will develop a plan to address all deficiencies identified in the evaluation. This committee will report the plan to the Board, which will make any necessary adjustments, ratify the plan and instruct the Director to assemble a team to implement the plan. The plan will include milestones and deadlines for reporting progress to the Board. The Board, in turn, will periodically report progress to the Utah State Charter School Board.

In the event of a decision to close the school, QPA will place the needs of students first and will attempt to conduct the process in a manner that will cause the least disruption to students' education.

This section establishes the process the school intends to take in order to close the school in an orderly manner and pursuant to Utah Code 53A-1a-510 and 53A-1a-517. This process will be followed if the school voluntarily surrenders its charter or the Utah State Charter School Board revokes the school's charter.

Once the final decision to close has been made, there is a great deal of information that must be distributed to all affected members of the school community as soon as possible. The State Charter School Board and the school will determine if the communications regarding the school closure would be more effective coming from the school or the authorizer.

The necessary communications will need to be distributed multiple times and through multiple channels. Parents should be contacted through email, mailed letters, the school's website, or even

through community newspapers. The goal of the communications will be to make closure as smooth as possible for all affected members of the community.

The school will deliver to the Utah State Charter School Board a closure plan no more than sixty (60) days from the public meeting at which the closure was approved by the Board of Directors. The plan will include at a minimum (a) a custodian for the protection of student files and school business records, (b) a base office to be used during the closing, (c) the office address, contact information and hours of operation, (d) insurance that covers the school through the closing process, (e) plans for a complete financial audit, (f) an inventory of the school's assets, (g) a list of all the school's creditors, specifically identifying secured creditors and encumbered assets, and (h) specific plans to protect all school assets against theft, misappropriation, and deterioration. All records will be retained.

Maintain Insurance - The school will protect its assets and any assets in its possession that belong to third parties against theft, misappropriation and deterioration by maintaining existing insurance coverage on its assets until the disposal of those assets.

Inventory Assets - The school will perform a complete inventory of its assets and identify any items:

- Loaned from other entities
- Encumbered by the terms of a contingent gift, grant or donation, or a security interest
- Belonging to other contractors
- Purchased with federal grants (dispose of such assets in accordance with federal regulations).
- Purchased with Public Charter School Program startup funds (transfer assets accordingly)

The school will return all assets not belonging to the school as long as appropriate documentation exists. The school will maintain records of all returned assets.

Maintain IRS Compliance - The school will notify the IRS of any address change and continue to file required Form 990 tax returns.

Send Initial Closure Notification Letter - The school will draft and send a letter to faculty, staff and parents announcing the closure decision.

Notification of School Districts - The school will notify school districts that will be impacted by the closure decision.

Staff Meeting - The school will meet with school employees to:

- Discuss reasons for closure, the status of appeals/legal action and likely timeline for a final decision
- Emphasize importance of maintaining continuity of instruction throughout closure transition
- Discuss plans for helping students transition to new schools
- Identify date when last salary check will be issued, when benefits terminate, COBRA information, and last day of work
- Describe assistance, if any, that will be provided to staff to find new positions, including plans for letters of recommendation
- Finalize timelines for outstanding professional development

Financial Audit - The school will retain an independent auditor to perform the school's final financial audit.

Notification of Agencies - The school will notify state and federal agencies with which it has dealt,

End of Year Reports - The school will prepare and submit all required end-of-year reports to the Utah State Office of Education.

Final Report Cards and Student Records Notice - The school will provide parents with copies of final report cards and notice of where student records will be sent along with contact information.

Dispose of Assets - After paying all outstanding debts to the extent possible, the school will transfer/dispose of any remaining assets in accordance with the Utah Code § 53A-1a-517.

Transfer School Records - The school will send student records, including final grades and evaluations, to the receiving schools. If no school is selected, they will be sent to the student's district boundary school. These records include:

- Individual Education Programs (IEPs) and all records regarding special education and supplemental services
- Student health / immunization records
- Attendance records
- Any testing materials required to be maintained by the school
- Student transcripts and report cards
- All other student records

The school will document the transfer of student records, including:

- The number of general and special education records transferred.
- Date of transfer
- Signature and printed name of the charter school representative releasing the records
- Signature and printed name of the representatives who receive the records

The school will transfer all remaining records in its possession, including student, corporate and financial records to the Utah State Archives for storage and retention in accordance with GRAMA requirements.

Closure Reserves Fund - QPA has maintained a sufficient reserve in case of school closure. Closure reserves are reflected in the school's budget and identified as "Necessary Closure Fund," and are explained in Section 6: Detailed Business Plan.

8. Contracts

Building/Facility Contracts

As an online school, Quest Prep Academy will not have a physical site/school, and thus will not enter into on-going contracts with any facility. Administration and teaching staff will work from their homes, throughout Utah, holding regular staff meetings virtually.

All staff will meet in person once each school year for all-day professional development and collaboration. For in-person annual staff meetings, QPA will rent a facility for 1 day with a contract limited to that day. No students will attend that meeting and thus provisions for student facilities will not be a consideration.

In regions with adequate enrollment, QPA will facilitate in-person activities (park days, field trips, etc), renting space for that event only when necessary. Any rented space will meet all requirements for hosting public school students.

Materials for pre-operational year and year 1 will be stored in QPA staff homes, correlating to job responsibilities. Additional insurance policies will be obtained to protect QPA assets stored in private homes. For years following year 1, when enrollment increases the quantity of student materials needing to be stored, a small staff-only office or storage space will be rented.

Education Service Provider Contracts

Quest Prep Academy will budget up to \$750 per student, per school year, and prorated for students who enroll after the start of the year at the rate of \$75 per month, for student-chosen extra curricular and enrichment activities. These funds can only be used to pay ESPs who are approved by Quest Prep Academy. Approval must be granted before QPA students begin services and require (1) background checks on all ESP employees or contracted workers who will have contact with QPA students, (2) ESP signing an agreement acknowledging that ESP will receive payment directly from QPA and only after services contracted have been completed and verified, as well as a W2 form. Any unused funds will be returned to the general fund at the end of each school year. QPA will not reimburse families who pay out of pocket for extracurricular activities, even if those activities are with a contracted ESP.

QPA will facilitate field trips that may include outside educational providers, but a QPA teacher will always attend to supervise. QPA may host experts in specific fields as guest speakers, but they will present live online and all sessions will be moderated by QPA teaching staff.

All QPA core academic classes will be taught by Quest Prep Academy teachers and staff. QPA staff will also teach electives such as: Art, Music, Robotics, Computer Programming & Coding, based on interest of families and qualifications of existing teaching staff. Additional elective courses may be taken through approved ESPs, up to a maximum of \$750 per student, per school year, as described above.

QPA will provide SPED services by in-house staff whenever finances and staffing facilitate. If determined to be economically beneficial and/or meeting the particular need of a QPA student, then QPA may contract with SPED service providers, such as Occupational Therapists and Speech Therapists. QPA will provide SPED services virtually whenever possible, but if a student needs in-person SPED services, and QPA does not have a staff member in that region, QPA will contract with a provider in the region to provide services to the student. All contracted service providers will be licensed in their field of service and complete a background check prior to any contact with QPA student

Appendix A: BACKGROUND INFORMATION SHEET

Name: Amy Edwards, MAED

Role with application: Board Chair

Expertise: School Administration, Instruction, curriculum development, assessment, SPED, Special Programs, Teacher Training, Commercial Business/CFO

Select the statements that are applicable and, if applicable, proceed as directed:

I intend to become an employee of the school. Upon approval, I will step down from the Board to work as the Executive Director and begin needed tasks to build the program. The intent is that Tyler Nelson will become Board Chair at that time.

I am related to another person or persons identified as a founding member, governing board member, or administrator. Mary Kavanaugh is my cousin.

Statement of Intent: I am passionate about education, but especially about choices in education and more specifically about harmoniously blending family life and home culture with proven standardized learning objectives. For over 30 years, I have been involved in education. I have taught in public schools, created and run a learning center, served as a teacher in every grade from Kindergarten through high school, served as a teacher-trainer and developed numerous professional development programs, as well as held administrative positions at private and charter schools. I have also homeschooled my own children, both privately and in partnership with a charter school. I know that students can receive high quality and academically rigorous education while exploring their own interests and developing a love for learning and becoming lifelong learners.

Quest Prep Academy was initially born out of the best practices that I have observed and implemented for over 30 years as a teacher, administrator, and parent. In addition to providing an excellent and personalized education to students, I am excited to create meaningful opportunities for teachers to impact the lives of students for a lifetime. As a teacher myself, and having worked with and trained many teachers, I understand the desire of these professionals to engage in meaningful academic practices and make a true impact in the lives of their students. QPA teachers will be able to use their individual expertise, passion, and creativity to personalize education to meet the needs of each student. They will be able to form and maintain relationships over years, so that they can see the fruits of their labor and love.

It is my intention to transition from Board Chair to Director of Quest Prep Academy. Our board supports this transition, and we have a smooth change of leadership roles already planned to ensure that QPA continues to move forward. My intent with Quest Prep Academy is to reach families throughout Utah, using a virtual platform, to blend standardized learning objectives with personalization that engages each student. I intend to help teachers, students, and parents view learning as a lifestyle and not something that happens only within certain walls or certain hours. I intend to partner teachers with students and parents so that the education of each student has the greatest impact on his or her life and on society.

Not-for-Profit History: I established LOLIPOP Learning, which is a free resource for parents and teachers with insights and resources available on its website. I have volunteered in leadership roles in both Girl Scouts and Boy Scouts, taught high school Seminary (an early-morning volunteer position in my city), and volunteered with multiple charitable organizations. I worked for the YMCA, a non-profit 501c, providing recommendation services to parents and children in childcare and education, including financial assistance for low-income families. I worked as a teacher, administrator, and consultant with several charter schools in California, all being non-profit organizations. I served as the Board Chair and the Parent Representative with Millennial Scholar Academy, a not-for-profit homeschool group, teaching classes, conducting parent seminars, and organizing events, including all-day service projects and educational conferences. I organized multiple field trips for groups as large as 150 students from homeschool and charter schools, to museums, zoos, aquariums, and educational programs known to be academic and relevant to students and their interests.

Employment History: I began working in education, in 1991, as a Teaching Assistant at UC San Diego for undergraduate literature classes while completing my graduate work in education. I simultaneously worked as a Teaching Assistant at a high school, providing academic support to students in English, History, and AVID classes, as well as designing and implementing an SAT prep class for AVID students, which began my experience creating personalized curriculum to meet specific learning objectives.

I worked as a Resource Specialist for the YMCA Resource Service, advising parents on childcare, preschool, afterschool programs, and financial assistance for low-income families. This experience helped me to closely match personal needs and goals with appropriate programs.

I founded and ran San Diego Liberal Arts Academy (SDLAA), a private learning center, which provided in person classes for students enrolled in independent study charter schools. I managed recruiting students, maintaining class rosters, scheduling classes in an all-day, on-site program for grades 3-12, hiring and training teachers, payroll, facilities management, collection and management of tuition, and other corporate and educational legal affairs. SDLAA was contracted by several public charter schools throughout Southern California and provided core academic & elective classes, tutoring support, assessments, and collaboration. I also coordinated accommodations needed by students with physical, mental, and learning challenges, as well as students identified as gifted. I worked closely with multiple charter schools to align SDLAA's classes with each school's requirements, including Standards-based learning, test preparation, and high school classes that met UCOP / College-prep standards. I wrote original curriculum for classes in Language Arts, History, Humanities, and elementary project-based Math and STEM classes. I worked closely with SDLAA subject-area teachers in Science, Visual Arts, Performing Arts, and Programming to develop classes in their areas of expertise that met the requirements of various charter schools, including Standards and UCOP requirements, but also aligned to SDLAA's personalized approach.

I worked as a teacher and in administration for Pacific Coast Academy. I taught in-person and virtual classes, supervised a roster of up to 45 students ranging from K-12, and served in administration as a High School Coordinator, Teacher Trainer, and Liaison. These experiences taught me about charter school legislation, policies, procedures, and best practices. I worked closely with the school's Executive Director, High School Director, Counselors, and Regional Coordinators to create personalized education plans that met rigorous requirements with flexibility that allowed students to achieve their personal goals for college

and career. I developed and approved graduation plans, conducted in-person and virtual teacher-trainings for over 1,000 teachers, advised individual teachers regarding students who were struggling with progression through Standards or courses, created personalized intervention plans, and mediated between parents and teachers to blend home and family-based approaches with standards-based curriculum and assessments. I served on a WASC team through the school's accreditation renewal. I managed educational funds, worked with families to plan their allotted funding to choose curriculum, outside classes, materials, and other educational resources to benefit their son or daughter's educational experience. I served as a testing coordinator, managing both the physical setting and the administration of State Standardized testing.

Outside of education, I served as CFO of Synergy Dance Productions Inc., managing the accounting and legal matters with regards to this C-Corporation. I maintained financial records and budgets of over \$200,000 per year, dealing directly with professional accountants and lawyers. I also hired and trained clerical staff.

Education History: I have a B.A from UC San Diego in English, American, and French Literature, with a minor in Sociology of Education. I completed UCSD's teacher certification program directly after completing my BA. I have 2 Masters in Education. One focused on the history and philosophies of education and the many approaches to learning and teaching, and a second focused on curriculum development, instruction, classroom management, and school administration. I hold teaching credentials in K-8 Multiple-Subject and Secondary Credential in English-Language Arts. I am in the process of completing an Administrative Credential and an additional Secondary Credential in History/Social Studies.

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

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

Applicant's Authorized eSignature

Amy Edwards

Appendix A: BACKGROUND INFORMATION SHEET

Name: Tyler Nelson, MD

Role with application: Vice Chair

Expertise: Small business owner, governing roles in non-profits, youth leadership

I do *not* intend to become an employee of the school.

I am *not* related to another person or persons identified as a founding member, governing board member, or administrator.

Statement of Intent: Education is the key to unlocking the future. My own education has provided me numerous opportunities and I'm witnessing the same thing occur in the lives of my five children. Through youth sports, scouting, and church service, I've been actively coaching and mentoring youth for most of my adult life. Children come with a variety of learning styles and they deserve the ability to tailor their education to best meet their own needs. Quest Prep Academy is well-structured to provide that flexibility.

Not-for-Profit History: I currently sit on the board of St. George Regional Hospital which is a 284 bed not-for-profit level II trauma center. Over the past few years, I've worked collaboratively with other board members to make a variety of difficult decisions including navigating the recent pandemic. Additionally I am president of our HOA board which is also not-for-profit. When I took over the position, the HOA had recently suffered from years of mismanagement leaving the HOA unincorporated, uninsured, and out of money. I was able to correct the deficiencies in a timely manner and put the HOA back on solid footing. I am also actively involved in my church. I have served in multiple capacities there which have given me opportunities to teach, train, formulate budgets, and to motivate unpaid volunteers.

Employment History: As partner of a large anesthesia practice, I've been in position to help develop quality improvement programs and to consider strategies to secure our group's financial well-being. As owner of my own personal professional corporation as well, I've become comfortable managing budgets, maintaining credentials, and developing interpersonal relationships. I also run a mobile DJ business with my children. That business has provided us experiences with marketing, advertising, and networking.

Education History:

Brigham Young University - Bachelor of Arts in Spanish (1991-92 & 1994-97)

University of Southern California - Doctor of Medicine (1997-2001)

University of California, San Diego - Anesthesiology Residency (2001-05)

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Applicant's Authorized eSignature

Tyler Nelson

Appendix A: BACKGROUND INFORMATION SHEET

Name: Jessica Ellis

Role with application: Secretary

Expertise: Non-profit educational organizations, business, technology/digital literacy

Select the statements that are applicable and, if applicable, proceed as directed:

I do *not* intend to become an employee of the school.

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Statement of Intent: I love living in Provo, Utah and across the street from BYU. I have one son who recently graduated, another just getting started, and a dozen honorary “nieces” and “nephews” at various points in their college careers. They regularly speak of their love for the mountains, the local restaurants they have discovered, and the job and housing opportunities that exist here. Several have expressed interest in staying in Utah, but they are concerned with raising kids here “because of the schools”. We have a whole community of educated college grads demanding a place of inspiration for their children. There is an educational option missing in Utah that is causing these young families to look elsewhere. I believe that Quest Prep Academy will fill that gap.

Although I am not a traditional educator, for the last decade, all of my professional work has been in creating training and curriculum to inspire both children and adults to learn or to teach something new. I am excited to bring that experience to a school in Utah devoted to developing a love of learning in each student by exposing them to the power of being a lifelong learner, a critical thinker, a methodical skill builder, and to using these talents to serve their community.

Not-for-Profit History:

Boys and Girls Clubs of San Dieguito, Director

I was hired to project manage the creation of a teaching kitchen and half-acre organic urban farm from a swampy lot in Encinitas, CA. This particular club was the second home to several hundred economically disadvantaged youth who had little opportunity to grow and prepare their own food. When developing the garden curriculum, we addressed that most of these children lived in housing without land, in conjunction with the gardening they did at the club, we taught them “fence gardening”, requiring no land. We used the kitchen to not only teach cooking, but the math and science of preparing food. Seeing the opportunity, I fundraised, converted a room next to the new kitchen into a tech room, and began classes and camps. One camp combined Java computer programming and cooking Greek cuisine, another introduced Data Science with a workshop called “Data Unplugged” and we taught the kids to install IoT devices in the farm that made a twenty-three-foot-tall windmill “tweet”. Example of a STEM event: [Raspberry Pi Day](#)

Supocho, Tech School in Malawi

The AIDS crisis in Malawi has left a far too large orphaned population of young children. Supocho aims to offer a free technical education to these boys and girls. Since 2014, a small group of us have worked to keep this school and its opportunities available to these students. This has included several trips to Malawi to bring laptops, equipment and volunteer teachers and money raised so that they could purchase their own land. In a village where an orphaned girl would normally be married by thirteen, many of the Supocho girls are self-supporting or in college. All are financially supporting younger siblings as they too get their education. And if anyone is in need of a person experienced with talking a Malawian chief into allowing equipment into the village, I have a perfect record.

Teaching Kids Programming, Executive Director

I led a small team in the development of training materials to teach computer programmers and teachers to teach computational thinking and computer programming to middle school aged students. We have now trained teachers in six continents. This work has led to very unique collaborations. After insisting that fifty percent of the teachers be women, we were hired by the Educational Minister of Palestine to provide a three week training for twenty-four teachers in the West Bank, this has resulted in thousands of Palestinian children receiving a full year of computer programming education. We have trained teachers in private schools in the UK, teachers in all girls schools in Jordan, teachers in Australia, Hawaii, Riverside, CA, Lithuania (in Russia) and many places in between. I have been hired by corporations to train engineers to use compelling and inspiring teaching techniques in their volunteer efforts in their communities.

Employment History: For the last decade I have consulted as a project manager and content creator for many clients in the tech industry. My job is often to help stabilize a team that is not working well together by creating processes and introducing effective communication strategies, as well as bringing organization to an existing project or program.

Most recently I have been working with a company that produces health education content, I specialize in oncology. I interview both medical experts and patients and create programs to bring clarity to the very confusing and quickly changing world of cancer treatment. It is very difficult for a patient to digest any information after hearing the word “cancer” and it is an honor to accept the challenge of educating a patient and a family that is understandably stressed and anxious.

Education History:

San Diego State University, History Major/Statistic Minor
Yavapai College, Paralegal Certificate, ABA

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Applicant's Authorized eSignature

Jessica Ellis

Appendix A: BACKGROUND INFORMATION SHEET

Name: Robert Marx

Role with application: Treasurer

Expertise: Finance, Business Operations, Regulatory Compliance

I do **not** intend to become an employee of the school.

I am **not** related to another person or persons identified as a founding member, governing board member, or administrator.

Statement of Intent: I grew up in a US military family and experienced living in a variety of states, countries and cultures. I also experienced a wide variety of education systems from homeschooling with neighbors, to public schooling with and without public prayer, to national industry associations. The variety of education channels and experiences have contributed to my appreciation for variety and specialty, with a focus on positive results and a successful outcome. My career has been primarily in the private sector, but expanded about 12 years ago when I was given the opportunity to join the advisory board of a national banking compliance association that helps train new and experienced bank compliance professionals. I took that opportunity with the intent of giving back to others in my profession and industry. I consider being a member of the board of directors for Quest Prep Academy as a further opportunity to give back, but instead to the private sector, to the rising generation of young students.

Not-for-Profit History: I have worked with several not-for-profit entities. I was a member of the Loan Committee of the Utah Microenterprise Loan Fund (UMLF). The UMLF is considered a “lender of last resort,” meaning they try to help business owners who are not able to receive bank financing because of poor credit, insufficient business history, insufficient collateral, etc. I am a regular volunteer at the Spencer F. Eccles Junior Achievement City (JA City) sponsored by Junior Achievement of Utah. JA City. JA City was built for students to learn by experience and discovery. Students learn concepts like responsibility, money management, professionalism, teamwork and real-world economics. I was a member of several Toastmasters clubs and served in leadership positions (VP of Education, VP of Public Relations, Treasurer, Club President, and Area Director) with the various clubs and districts. Responsibilities included building and maintaining membership, training, managing budgets, hosting meetings and events, and supporting club members. I have also served in various positions in my church from teaching to handling finances to recordkeeping and reporting.

Employment History: I have almost 30 years of experience in financial services from operations to audit and regulatory compliance. For over 14 years I have been a member of the Compliance Committee for the Utah Bankers Association, and for the last 12 years I have been an advisory board member and faculty member of the American Bankers Association compliance schools.

WebBank - VP of Compliance, Treating Customers Fairly Officer - 2015 – Present

UBS Bank USA - Director – Compliance Officer, BSA/AML Officer - 2010 – 2015

American Express - Compliance Director, Director - Audit Team Leader - 2004 –2008

Authorize.Net - Risk Manager, Audit and Compliance Manager - 2002 – 2004
Wright Express Financial Services - Chief Compliance Officer -2001 – 2002
Wells Fargo Bank - Senior Auditor - 1998 – 2001
Premier Mortgage - Mortgage Loan Officer - 1997 – 1998
Pacific Rim Financial Group - Quality Control Manager - 1996 – 1997
CrossLand Mortgage Corp. - Senior Staff Auditor, Applications Analyst - 1992 – 1996

Education History:

MBA, University of Phoenix
B.A. Finance, University of Utah
Institute of Internal Auditors – Certified Internal Auditor (CIA)
Institute of Certified Bankers – Certified Regulatory Compliance Manager (CRCM)

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Applicant’s Authorized eSignature

Robert Marx

Appendix A: BACKGROUND INFORMATION SHEET

Name: Mary Kavanaugh

Role with application: Board Member at Large

Expertise: Instruction, curriculum, core standards, teacher training, & program director

Select the statements that are applicable and, if applicable, proceed as directed:

I do *not* intend to become an employee of the school.

I am related to another person or persons identified as a founding member, governing board member, or administrator. Amy Edwards is my cousin.

Statement of Intent:

As a general board member for Quest Academy I will do my best to have open conversations about how best to support our teachers. I intend to be closely involved with parents and be able to listen to their concerns and bring those to the board as well. As a parent of children in the K-12 system I am able to see what they are doing and what is happening. I am also able to use that to see what is and isn't working in that system and bring that back to the board. As a Director of 2 child care centers, I am used to talking to and working out problems in a calm manner with multiple individuals. I am committed to this board for as long as they will allow me.

Not-for-Profit History: I have volunteered for numerous non-profit organizations, primarily those my own children have participated in. I enjoy donating my time and abilities to support not-for-profit organizations, especially those with an educational emphasis.

Employment History:

2005-2006: Desert Springs Academy Charter School, Tucson, Az (3rd Grade Teacher)

2006-2007: Anza Trail Elementary School, Sahuarita, Az (5th Grade Teacher)

2007-2009: St. Joseph's Catholic School, Tucson, Az (4th Grade Teacher)

2016-Present: Director: Play2Learn Academy, Layton, Utah and Play2Learn Academy on Main, Bountiful, Utah

Education History:

2000-2003: Pima Community College: Associate of Arts- Liberal Arts, Tucson, Az

2003-2005: University of Arizona: Bachelor of Arts in Education- Elementary Education, Tucson, Az

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Applicant's Authorized eSignature

Mary Kavanaugh

Appendix A: BACKGROUND INFORMATION SHEET

Name: Cameron Curry

Role with application: Board Member

Expertise: School Administration, business, education legislation

Select the statements that are applicable and, if applicable, proceed as directed:

I do *not* intend to become an employee of the school.

I am *not* related to another person or persons identified as a founding member, governing board member, or administrator.

Statement of Intent: I have been leading a network of charter public schools in California for the past 22 years; my wife and I helped start them in our living room in 1999. In my leadership as the CEO, I have helped develop, implement, and oversee the multiple aspects of the charter school organization and its \$50 million dollar annual budget. I serve 625 team members, seven locations, and 4,000+ parents/guardians and their 5,800+ students TK-12th grade students. Beyond the oversight of our campuses, I work with a team of professionals from our departments of finance, operations, technology, curriculum, human resources, compliance, and safety and security. My organization has been honored with national, state, and regional awards of recognition. <https://classicalacademy.com/accolades/> In May of 2021, the State of California again has honored one of our high schools with their Distinguished School Award.

I currently serve as a board member for the California Charter Schools Association, and recently stepped down from my position as a commissioner on the Advisory Commission for Charter Schools for the California State Board of Education. I served on my own charter board for the past 21 years until the state law changed prohibiting this activity for charter school employees. I have taken a Board position with Quest Prep Academy for the sole reason of helping others create great schools to serve communities so that parents have options and opportunities in public education. Quest Prep Academy is taking elements of what we do well, adding new thinking and supports to help create a new charter public school that will serve students well throughout Utah.

Not-for-Profit History: I personally filed the paperwork in 1999 and 2003 with the State of California and the Internal Revenue Service to become corporations - The Classical Academy, Inc. and Coastal Academy Charter School Inc. - while securing our 501C3 status. I understand the benefits of our non-profits, the positive impact they have had on our community, and the strong reputation and standing we have statewide as a result of making great things happen for students and families in our care since 1999.

Employment History: I have been a leader at The Classical Academies for the past 22 years. I started by developing and implementing all of the business aspects of the organization as the co-leader. After a decade I realigned the business, I was appointed by the Board to be the CEO overseeing all aspects of the

business and academic programming, campuses, and student activities. This has kept me busy, matched my skill set, and allowed me to build this premier charter school organization for the benefit of many.

Education History: In 1985 I pursued a BA in Business Administration and a minor in Communications at a college in San Diego. After two years in college, due to financial needs, I chose to pursue a business career and did not complete my college courses. The experiences gained from working at a startup communications firm in Sacramento, becoming the assistant to the company president, and helping manage his personal affairs was an education. After those valuable two years, I returned to San Diego and worked for another telecommunications firm that was merged with US West Cellular and Paging.

This company allowed me to interface with some of San Diego's largest employers and I ended up working with the Greater San Diego Chamber of Commerce for a time in memberships programs and promotions before moving to one of their subdivisions, the Small Business Development Center. I oversaw their contracts, compliance, and reporting while interacting with small business owners looking for resources and information in the creation and support of their emerging and growing businesses.

While serving on a local workforce development board, I made other connections that led me to be offered a job at a local municipality to manage their partnership between the City, Chamber of Commerce, and the local public school districts. This Business Expansion and Retention Program had me setting up appointments with local business owners, discussing their employment and expansion needs and then coordinating support with all partners to make it happen. This economic development effort had me meeting with and coordinating activities for more than 600 businesses before leaving the City after a year and a half to help start The Classical Academies in 1999.

My education to lead this charter public school organization didn't come from time in a college classroom. My growth, experience, and passion took me on a journey where my desire to learn was nurtured by the jobs I enjoyed. Had I not had this experience personally, I would not be working in education today. My life is proof that success can be enjoyed by having a solid academic TK-12th grade experience that is the springboard to choices in college and career.

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

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Applicant's Authorized eSignature

Cameron Curry

Appendix B: Articles of Incorporation

Articles of Incorporation

Quest Prep Academy A Utah Non-Profit Corporation

The undersigned, acting under the Utah Revised Nonprofit Corporation Act, Utah Code Ann. 16-6a-1001 et seq. (the "Act"), adopts the following Articles of Incorporation (the "Articles") and does hereby certify:

ARTICLE I

Name

The name of the Corporation shall be Quest Prep Academy, a Utah nonprofit corporation (the "Corporation").

ARTICLE II

Principle Office/Place of Business

The principal place of business in Utah and the mailing address of the Corporation shall be 1740 N 440 E, Provo, UT 84604. The business of the Corporation may be conducted in all states of the United States, and in all territories thereof, and in such other locations around the world as the Board of Directors shall determine.

ARTICLE III

Purpose

The purposes for which the Corporation is formed are exclusively for charitable, benevolent and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or corresponding provisions of any future United States internal revenue law) (the "Code"). In furtherance of these purposes, the Corporation may engage in all lawful activities and pursuits consistent with the powers described in the Utah Revised Nonprofit Corporation Act and authorized by Code Section 501(c)(3), including, but not limited to, operating a Utah Charter School and all activities related thereto.

Furthermore, the Corporation is formed exclusively for purposes for which a corporation may be formed under the Utah Revised Nonprofit Corporation Act, and not for pecuniary profit or financial gain. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers or other private persons or organizations, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof.

The Corporation shall have the power to borrow money and to do any and all lawful acts to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment

or attainment of any or all of the purposes for which the Corporation is organized, and to aid or assist other organizations whose activities are such as to further, accomplish, foster or attain any such purposes.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except to the extent provided in Code Section 501(h)), and the Corporation shall not participate in, or intervene in (including the publication or distribution of statements), any political campaign on behalf of (or in opposition to) any candidate for public office. Notwithstanding any provision of these Articles, the Corporation shall not carry on any activities not permitted to be carried on: (a) by a corporation exempt from federal income tax as an organization described in Code Section 501(c)(3); or (b) by a corporation, contributions to which are deductible under Code Sections 170(c), 2055(a) and 2522(a).

ARTICLE IV

Members/Stock

The Corporation shall not have any class of members or stock.

ARTICLE V

Board of Directors

The property, business and affairs of the Corporation shall be managed by a Board of Directors. The number of Directors shall be no less than five (5), and no more than seven (7), as fixed from time to time by the Bylaws of the Corporation. Should the number of Directors become less than five (5), the remaining Directors shall appoint a replacement by majority vote.

The Directors shall be elected in the manner set forth in the Bylaws of the Corporation.

The Directors shall manage the business of the Corporation. Each Director shall hold office as described in the Bylaws of the Corporation. Vacancies on the Board shall be filled by a vote of the majority of the remaining Directors.

The names and addresses of the current Directors of the Corporation are as follows: (1) Amy Edwards, 1740 N 440 E, Provo, UT 84604; (2) Tyler Nelson, 470 Country Lane #5, Santa Clara, UT 84765; (3) Jessica Ellis, 1740 N 440 E, Provo, UT 84604; (4) Robert Marx, 11522 S Skyward Rd., South Jordan, UT 84009; (5) Mary Kavanaugh, 1743 S 3720 W, Syracuse, UT 84075; (6) Cameron Curry, 9833 Dogwood Lane, Escondido, CA 92026.

ARTICLE VI

Officers

The Officers of the Corporation, as set forth in the Bylaws, shall include: (1) Chair, (2) Secretary, (3) Treasurer, and any other officers as agreed upon by the majority of the Board.

ARTICLE VII

Distribution on Dissolution

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, transfer the assets of the Corporation to the Utah State Board of Education.

ARTICLE VIII

Amendment

These Articles may be amended from time to time, in whole or in part, by the affirmative vote of two-thirds (2/3) of the whole number of Directors. Any such amendments shall be consistent with the Corporation's status as a tax exempt organization under Code Section 501(c)(3).

ARTICLE IX

Bylaws

The Board may adopt bylaws that are not inconsistent with law or these Articles for the regulation and management of the affairs of the Corporation.

ARTICLE X

Indemnification

To the extent permitted or required by any applicable law, if any Director or officer of the Corporation is made a party to or is involved in any proceeding because such person is or was a Director or officer of the Corporation, the Corporation (i) shall indemnify such person from and against any judgments, penalties, fines, amounts paid in settlement and reasonable expenses incurred by such person in such proceeding and (ii) shall advance to such person expenses incurred in such proceeding.

ARTICLE XI

Debts and Obligations

Neither the corporation's chartering entity nor the State of Utah, including any agency of the State of Utah, nor officers or agents of the corporation are liable for the debts or financial obligations of the corporation.

These Articles of Incorporation are hereby adopted, effective October 27, 2021:

Founding Board Members

Amy Edwards, Board Chair

Tyler Nelson, Board Vice Chair

Jessica Ellis, Board Secretary

Authorized eSignatures

Amy Edwards

Tyler Nelson

Jessica Ellis

Robert Marx, Board Treasurer

Robert Marx

Mary Kavanaugh, Board Member at Large

Mary Kavanaugh

Cameron Curry, Board Member

Cameron Curry



Margaret W. Busse
Executive Director
Department of Commerce

Spencer J. Cox
Governor
State of Utah

Leigh Veillette
Director
Division of Corporations
& Commercial Code

STATE OF UTAH
DEPARTMENT OF COMMERCE
DIVISION OF CORPORATIONS & COMMERCIAL CODE
CERTIFICATE OF REGISTRATION

AMY EDWARDS
QUEST PREP ACADEMY, INC
1740 N 440 E
PROVO UT 84604

Access Code
Code: 6683360



State of Utah
Department of Commerce
Division of Corporations & Commercial Code

CERTIFICATE OF REGISTRATION

Corporation - Domestic - Non-Profit

This certifies that **QUEST PREP ACADEMY, INC** has been filed and approved on **May 14, 2021** and has been issued the registration number **12305999-0140** in the office of the Division and hereby issues this Certification thereof.

LEIGH VEILLETTE
Division Director

Appendix C: Board Bylaws

BYLAWS

Quest Prep Academy

ARTICLE I: NAME

1.01 NAME

The name of this corporation shall be Quest Prep Academy, Inc. The business of the corporation may be conducted as Quest Prep Academy.

ARTICLE II: PURPOSES AND POWERS

2.01 PURPOSE

Quest Prep Academy, Inc is a C-Corporation, which will be converted to a nonprofit upon charter approval, which shall be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Quest Prep Academy provides publicly-funded education for students from Kindergarten through completion of high school, by credentialed teachers and subject area experts.

2.02 POWERS

The corporation shall have the power, directly or indirectly, alone or in conjunction or cooperation with others, to do any and all lawful acts which may be necessary or convenient to affect the charitable purposes, for which the corporation is organized, and to aid or assist other organizations or persons whose activities further accomplish, foster, or attain such purposes. The powers of the corporation may include, but not be limited to, the acceptance of contributions from the public and private sectors, whether financial or in-kind contributions.

2.03 NONPROFIT STATUS AND EXEMPT ACTIVITIES LIMITATIONS

Quest Prep Academy, Inc will be converted, upon charter school approval, to a Utah nonprofit corporation, recognized as a tax exempt entity under Section 501(c)(3) of the United States Internal Revenue Code.

Notwithstanding any other provision of these Bylaws, no board member, officer, employee, or representative of this corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code as it now exists or may be amended. No part of the net earnings of the corporation shall inure to the benefit or be distributable to any director, officers, member, or other private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation and these Bylaws.

ARTICLE III: MEMBERSHIP

3.01 NO MEMBERS

The corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. Except as otherwise provided herein, any action, which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board, and all which would otherwise by law vest in the members, shall vest in the Board.

3.02 AFFILIATES

The Board may approve classes of non-voting affiliates with rights, privileges, and obligations established by the Board. Affiliates may be individuals, businesses, and other organizations that seek to support the mission of the corporation.

ARTICLE IV: MEETINGS OF MEMBERS

SECTION 4.01 REGULAR MEETINGS

Regular meetings of the Board shall be held at such dates and at such times and places as the Board may fix. In accordance with Utah Open and Public Meetings law, 24 hours notice and the meeting agenda will be posted on the Utah.pmn.gov website

SECTION 4.02 SPECIAL MEETINGS

The Chair or a majority of the Board may call special meetings of the Board for any purpose(s) at any time. If a Chair of the Board has not been elected, then the President of the corporation is authorized to call a special meeting in place of the Board Chair.

ARTICLE V: BOARD OF DIRECTORS

5.01 GENERAL POWERS

Subject to limitations of the Utah Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board.

SECTION 5.02 NUMBER: ELECTION AND TERM OF DIRECTORS

The authorized number of Board Members shall be no fewer than five (5) and no more than seven (7), unless changed by amendment of these Bylaws.

Board Members are to be elected by the current Board of Directors and may be elected for up to three (3) four-year terms.

SECTION 5.03 FEES AND COMPENSATION

Board Members shall not receive any compensation for their services. The Board may approve the reimbursement of a Member's actual and necessary expenses incurred in the conduct of the corporation's business. No one who receives compensation, directly or indirectly, from Quest Prep Academy, Inc. shall be eligible to serve on the board.

SECTION 5.05 CHAIR

The Chair shall preside over the meetings of the Board. The Chair shall have such other powers and perform such other duties as the Board may prescribe from time to time.

SECTION 5.06 SECRETARY

The Secretary shall keep a record of minutes of all meetings, proceedings, and actions of the Board. The Secretary shall keep the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The Secretary shall give notice of all meetings of the Board, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings. The Secretary shall see that all reports, statements, and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer.

SECTION 5.08 TREASURER

The Treasurer shall keep and maintain adequate and correct books and accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The book of accounts shall at all times be open to inspection by any Board Member. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Chairman and Executive Director, upon request, an account of all transactions as the Treasurer and of the financial condition of the corporation.

ARTICLE VI: OFFICERS

SECTION 6.01 OFFICERS

The Officers of the corporation shall be at minimum: (1) President, (2) Secretary, and (3) Treasurer. The Chair of the Board may serve as the President of the corporation, with approval of a majority of Board Members. The Secretary and Treasurer of the Board shall also serve in such roles as Officers of the corporation, unless other individuals are appointed by the Board.

SECTION 6.02 REMOVAL

At the request of a majority of Board Members, any Board Member may be placed on probation pending a final vote to remove the Officer; the vote must occur within 60 days of notice of probation. Upon final removal, the Officer will relinquish any and all information pertaining to the corporation within 48 hours of removal.

SECTION 6.03 RESIGNATION

Any Board Member may resign at any time by giving notice to the Board. Such resignation may not prejudice any contract to which the Board Member is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified. The acceptance of such resignation shall not be necessary to make it effective. The letter of resignation or stated resignation will become part of the minutes that pertain to that particular board meeting.

SECTION 6.04 VACANCIES

A vacancy in the Board shall be filled by appointment from the Board of Directors. Such vacancies shall be filled as they occur.

ARTICLE VII. COMMITTEES

SECTION 7.01 BOARD COMMITTEES

The Board may create one or more standing or ad hoc committees of the Board, each consisting of at least one (1) member of the Board. Appointments to such Board committees shall be by majority vote of the Board Members

then in office. Unless otherwise provided in these Bylaws or by the laws of the State of Utah, each Committee shall have all of the authority of the Board to the extent delegated by the Board.

ARTICLE VIII: AMENDMENTS AND CORPORATE CHANGES

SECTION 8.01 BYLAWS

These Bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Members, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the corporation or make any provisions of these Bylaws inconsistent with the charter, the corporation's Articles of Incorporation, or any law.

SECTION 8.02 ARTICLES OF INCORPORATION

Amendments to the corporation's Articles of Incorporation shall require a majority vote of the Board.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the duly elected and acting Secretary of Quest Prep Academy, Inc; that the foregoing Bylaws are the Bylaws of the corporation as adopted by the Board of Directors on June 15, 2021 and that these bylaws have not been amended or modified since that date.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on June 15, 2021, UTAH.

Authorized eSignature

Jessica Ellis

Jessica Ellis, Board Secretary

Appendix D: Minutes from Governing Board Meetings

	<p><i>Quest Prep Academy</i> 1740 N 440 E, Provo, UT 84604 442-600-3721 or QPABoard@questprep.academy board@questprep.academy</p>
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Board Meeting Minutes

Date & Time: June 15, 2021. 7:30pm (MDT)

Location: Virtual, via Zoom

Attendance:

- Amy Edwards, Cameron Curry, Jessica Ellis, Mary Kavanaugh, Tyler Nelson

Call to order:

- Called to order by: Amy Edwards
- Time: 7:38pm

Review and Approval of Meeting Minutes for April 8, 2021

- Motion to approve: Cameron Curry
- Second: Tyler Nelson
- Unanimously approved

Approval of Quest Prep Academy, Inc, Articles of Incorporation

- Motion to approve: Cameron Curry
- Second: Jessica Ellis
- Unanimously approved

Approval of Board Bylaws

- Motion to approve: Tyler Nelson
- Second: Mary Kavanaugh
- Unanimously approved

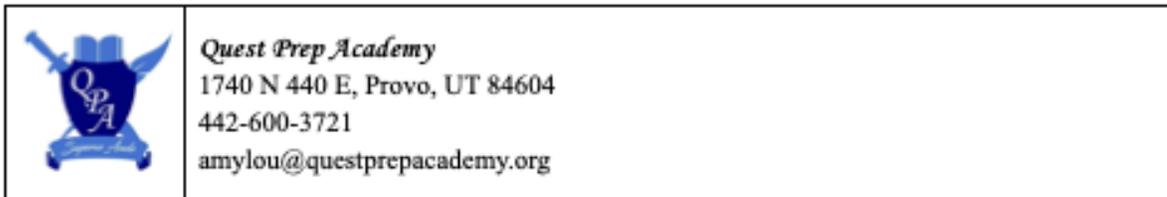
Proposal Items for Discussion

- Instructional Platform
- Fidelity to Program
 - Sketchbooks
 - Teacher Teams & Partners, Contracts
- Members with implementation experience & data

Schedule next board meeting July 21, 2021, 7:30pm (MDT)

Meeting Adjourned

- Adjourned by: Amy Edwards, at 8:34pm



Board Meeting Minutes

Date & Time: October 27, 2021. 6:30pm (MDT)

Location: Virtual, via Zoom

Attendance:

- Amy Edwards, Cameron Curry, Jessica Ellis, Mary Kavanaugh, Rob Marx

Call to order:

- Called to order by: Amy Edwards
- Seconded: Jessica Ellis
- Time: 6:38

Review and Approval of [Meeting Minutes for September 23, 2021](#)

New Business

- Approval of Quest Prep Academy, Inc, Articles of Incorporation, as non-profit corporation
- Motion: Jessica Ellis
- Seconded: Rob Marx
- Marketing Update
 - Instagram & Facebook pages
 - Interviews report
 - Review Marketing Section of Application
- Application Review
 - Signatures

Meeting Adjourned

- Adjourned by: Jessica Ellis
- Seconded: Amy Edwards
- Time: 7:04

Utah State Charter School Board Startup and Implementation Grant Application - Revised July 29, 2021



250 East 500 South, P.O. 144200, Salt Lake City, UT 84042 (801) 538-7720
UtahSCSB.org

The purpose of the Start Up and Implementation Grant is to provide financial assistance for planning, program design, and initial implementation of new charter schools. A new school is authorized to receive a minimum of \$300,000 and maximum of \$400,000 (based on enrollment and eligible funds) distributed over three years. Funding is based on projected and actual enrollment.

The Startup and Implementation Grant is based on UCA §53F-2-705 and USBE Rule R277-470-5.

	<i>Base for up to 200 students</i>	<i>Pupil Unit for students 201-599</i>	<i>Maximum Allocation 600+</i>
<i>Start Up</i>	<i>\$150,000</i>	<i>Enrollment x \$125</i>	<i>\$200,000</i>
<i>Implementation 1</i>	<i>\$125,000</i>	<i>Enrollment x \$62.50</i>	<i>\$150,000</i>
<i>Implementation 2</i>	<i>\$25,000</i>	<i>Enrollment x \$62.50</i>	<i>\$50,000</i>
<i>TOTAL</i>	<i>\$300,000</i>		<i>\$400,000</i>

Grant Assurances

Grant funds may only be used for the following:

- Post-award planning and design of the educational program;
- Research-based professional learning activities for teachers, staff, and board;
- Informing the community about the school;
- Acquiring necessary equipment and educational materials and supplies;
- Acquiring, developing or aligning curriculum, and;
- Other initial operational costs, such as:
 - Costs associated with creating and implementing office functions;
 - Costs associated with the installation of computers, data systems, networks, and telephones;
 - Personnel expenses incurred either before or after the school's opening (not to exceed a total of \$5,000 per month); and
 - Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.

The board understands that:

- Funding is based on projected authorized enrollment and corrected after the October 1 actual enrollment count.
- No funding level is guaranteed.
- The school shall participate in monitoring activities, including attendance at mandatory trainings, and compliance with statute and rule. Failure to comply may result in a loss of funds. After the application is approved, the SCSB will send out instructions for the mandatory training.
- A budget report on the expenditure of grant money is due to the SCSB at the end of each year and a final report is due at the end of the 2nd implementation year.
- Should the charter school change to non-charter status within ten years of receiving grant funds, grant funds must be reimbursed to SCSB.
- Email your completed application to Stewart.Okobia@schools.utah.gov and ensure that you receive an email response confirming receipt of your application.

Amy Edwards (authorized eSignature)

Board Chair Signature

11/1/2021

Date

Budget - List total dollar amount required by category, as well as the details of what will be purchased in each category

If the total amount budgeted in each category is the same at the end of the fiscal year, SCSB approval is not needed. However, if the school chooses to increase or decrease a category total, a new budget must be approved by the school's governing board and by SCSB staff.

Budget Categories	Startup Year	Implementation Year 1	Implementation Year 2	Total
Salaries (100)	\$0	\$1,267,400	\$1,547,400	\$2,814,800
<i>Additional info and Comments</i>		All staff for running the school.		
Benefits (200)	\$0	\$208,920	\$257,920	\$466,840
<i>Additional info and Comments</i>		All staff benefits for running the school.		
P & T Services (300)	48,500	\$35,000	\$35,000	\$118,500
<i>Additional info and Comments</i>	To set up up systems with minimums	Ongoing system services.		
Property Services (400)	\$0	\$0	\$0	\$0
<i>Additional info and Comments</i>	No physical location			
Other Services (500)	\$105,000	\$254,800	\$372,300	\$732,100
<i>Additional info and Comments</i>	Contract employees fitting out the school program and resources	Budget for outside extracurricular funding.		
Travel (580)	\$2,500	\$0	\$0	\$2,500
<i>Additional info and Comments</i>	Misc set up travel			
Supplies and Materials (600)	\$15,000	\$240,000	\$354,000	\$609,000
<i>Additional info and Comments</i>	Initial packets and shipping	Lesson packets		

Property (700)	6,000	\$72,000	\$79,800	\$157,800
<i>Additional info and Comments</i>	Equipment for set up	Equipment for students and staff		
Total	\$177,000	\$2,091,620	\$2,646,420	\$4,901,540

Market Research Report



VALUECENTERED SURVEYS & MODELS

Providing insights of how and why consumers make decisions to predict and maximize customer advocacy, conquest and loyalty.

Prepared For: Quest Prep Academy



ABOUT STRATEGIC VISION



OUR MISSION:

To provide insights of how and why consumers make decisions, based on ValueCentered Psychology, to predict and maximize customer advocacy, conquest, and loyalty.



Strategic Vision provides insights into how and why customers make decisions.

In our quantitative work, we explicitly elicit aspects of experience from negative emotions to positive values and feelings including “Love” and have applied our procedures in a wide variety of categories, worldwide.

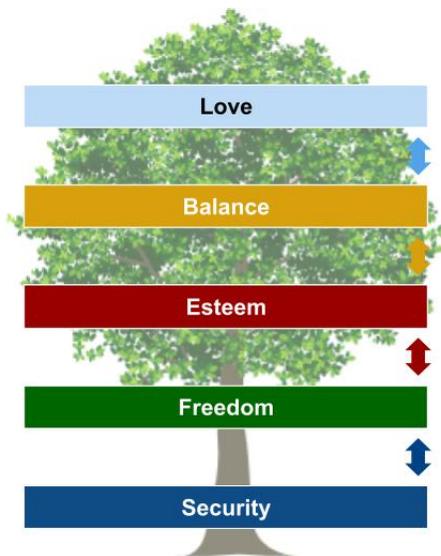
Our qualitative procedures include focus groups, two-respondent interactive interviews, participant observation, and in-depth one-one-one interviews.

All procedures are executed using our ValueCentered™ methods which elicit linked histories, behaviors, descriptive attributes, personal benefits, values and emotions, and images/personalities.



1. VALUECENTERED PSYCHOLOGY

VALUECENTERED PSYCHOLOGY: VALUE/EMOTIONS



There are many ways that we talk about our Values and Feelings; however, there is an organization to those expressions.

Our Autonomous Hierarchical Tandem Cluster procedures discovered four major groups that describe different but interrelated Values and Emotions interconnected by a fifth (Love).

- 1 First, there must be a sense of Security and Trust – this is the root of personal values.
- 2 If there is Security, we want to be Free to do what we want and be Free from hassles – giving us a sense of Freedom.
- 3 With Security and Freedom, we can then achieve Esteem (pride in our choice, fun and feelings of success).
- 4 And once we have achieved Esteem, we then strive to achieve Harmony or Balance among the various of aspects of our lives.
- 5 With adequate development you can identify which of the four baseline Value/Emotions is key and can see how completely brands are Loved.



THE VALUECENTERED MATRIX™



We have identified 276 common ways decision-makers worldwide express their Values and Emotions.



In addition, our Autonomous Hierarchical Tandem Cluster procedures identified five (5) key aspects of Values and Emotions that determine the importance of a decision:

- ✓ **Modality** – what exactly are the key elements in the decision?
- ✓ **Content** – are the right Values/Emotions expressed in the decision?
- ✓ **Structure** – are the Values/Emotions clearly connected to the decisions?
- ✓ **Priority** – how important are the associated Values/Emotions?
- ✓ **Intensity** – how strongly are the Values/Emotions expressed?



Strategic Vision always measures these aspects of the decisions that are being made.



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VALUECENTERED PSYCHOLOGY: CONNECTIONS

Each Experience and Communication has both a Rational and Emotional component characterized by the Brain (Rational) and the Heart (Emotional).

	
RATIONAL	EMOTIONAL
ANALYTICAL	INTUITIVE
LOGICAL	VISUAL
LINEAR	PHYSICAL
NUMERICAL	OFTEN NON-VERBAL
MOST OFTEN VERBAL	CAN BE ARTICULATED

- ✓ On one side of experience are the aspects of a response that may create barriers or leverage but are only part of the picture.
- ✓ On the other side of the experience are the soft, powerful emotions and values that energize the rational aspects that create barriers or build loyalty and commitment that need to be understood.



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FOUNDATION AND LEVERAGE – WHAT MATTERS



Foundational

Opportunity is built on a firm Foundation.

Foundational issues (including price-of-entry characteristics) define the category ... but allow only temporary advantages



Leverageable

We create a profile from your target customers of what you should Leverage (i.e., influential open opportunities identified from the 'Ideal') to create a winning position.

Leverageable issues are those that move you towards the Ideal and separate you from your competition.

Individual Interviews



History Behavior



Product Attributes & Descriptions



Personal Benefits



Emotions Values



Personal Images



QUANTIFYING EMOTIONS: COMMITMENT SCALE

Strategic Vision employs The Edwards Commitment Scale, a seven-point super-ordinal scale that uses words and phrases from the natural language expressed by consumers as they describe how they feel about an experience.



- ✓ When people use words such as “hate,” “satisfaction,” and “love,” they can express an emotional impact of a rational experience.
 - ✓ Scales that only judge “satisfaction” (e.g. not satisfied to very satisfied) often miss the full extent of the experience.
- ✓ Using the natural way that individuals talk about aspects of their experiences proves most effective in discriminating among the various aspects of the vehicle and predicting possible future outcomes - like choice, advocacy, overall perception of quality, and value.



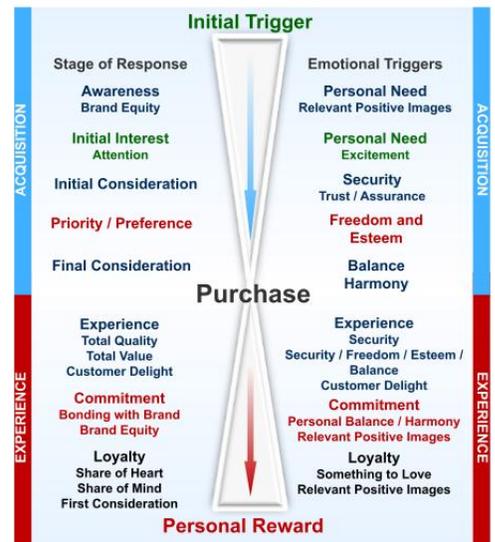
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THE DECISION PATH: CUSTOMER CONVERSION

Building ValueCentered© Brands: A Key to Success.

- 1 All aspects of ValueCentered Psychology work together to help define and ultimately predict what consumers will do at different stages of the Decision Path.
- 2 Each stage of the path has different emotions, values and behavior that are prominent at each step.
- 3 Excitement about a brand can be important at first but without Security conversion to real consideration cannot take place
- 3 It is critically important to understand the relationship between each step and the dynamics operating at each level.



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TheDecisionPath©

QUALITATIVE INTERVIEWS:

The power of consumer insights by consumers in a structured environment.

OUR VALUECENTERED INTERVIEW™

Strategic Vision structures decisions within a systematic, integrated mapping system to help you know what your best decision is and why it is the best.

Through this process you know which issues impact your customers' lives and the emotional implications.



Context – Every decision occurs within a psychological-cultural Context.

- ✓ **Historical Precedents** shape decisions.
- ✓ **Behavioral Outcomes** and **Behavioral Criteria** identify right decisions.
- ✓ **Relevant discriminating Product Attributes and Benefits.**
- ✓ **Consequences** – Every decision has anticipated Benefits or **Barriers** and **correct decisions** create strong, positive Consequences.
- ✓ **Values and Emotions** – Decisions with lasting positive outcomes deliver the right Values and Emotions.
- ✓ **Images** – Every decision creates Images that can shape a Brand and its Equity – correct decisions lead to strong, positive Brand Images and Equity.

Strategic Vision uses this scheme in in-depth discussions and in large-scale, targeted surveys, including internet studies.



OUR VALUECENTERED INTERVIEW™

When researching anything from new products to key communications, ValueCentered® Interviews can provide leverageable insights: not just what customers say is important but what is linked to motivations.

Our proprietary computer program Cuology™ guides our ValueCentered® Interviews to assure that every project has our consistent quality process and data recording while allowing for in-depth interviews that are completely personalized to the respondent's experience and the research question.

- ✓ We hear the issues you need to address
- ✓ We gather the data first hand
- ✓ We use our proprietary analytical programs to do the analysis and make the presentations on request



EXPERIENCE

ValueCentered Interviews & a Brief Client List

SAMPLE* OF OUR EXPERIENCE

A partial history: creating products/services, positions, advertising, segmentations, and measuring success: quality and leverage.

Procter & Gamble	KMPG	Milton Bradley	The White House
Bristol-Meyers	Met Life	Nestlé	The Department of Defense
Colgate-Palmolive	Price-Waterhouse	Ringling Bros./ Barnum & Bailey	The State of California
Helene Curtis	ABC Broadcasting	Sargento	Republican National Committee
Johnson & Johnson	American Airlines	Seiko	10 Downing Street – UK
Maybelline	Beatrice	Swatch	Conservative Party of Britain
Richardson Vick	BIC	Whirlpool	The European Parliament
Schering-Plough	Coca-Cola Company		The Republic of China (Taiwan)
Warner-Lambert	Disney		The Russian White House
Storck	General Foods	<i>All Automotive OEMs</i>	The Kremlin
Arthur Anderson	Glaxo-Wellcome	<i>Most Automotive Agencies</i>	NIH
Bank of America	GTE		BYU Law School
Chemical Bank	Harley-Davidson		UCSD Medical School
Credit Suisse	Hewlett Packard		
Ernst & Young	Mercury Marine		



Quest Prep Academy

ValueCentered Interviews & Qualitative Research

The following is a qualitative summary of research conducted regarding Quest Prep Academy. Respondents lived in various regions of Utah, had school age children, and represented public, private, homeschool, and charter school choices in education.

Element	Attributes	Personal Benefits / Barriers	Motivations / Values
ELEMENT 1 Online instruction (positives)	Don't have to worry about my kid being distracted and not learning Don't have to worry about bullying.	Safe and distraction free environment.	My kids don't have to deal with the long term negative effects of bullying and ineffective learning.
ELEMENT 2 Online instruction (negatives)	Shy kids might not want to share in front of whole class. Can't get one-on-one time with teacher.	If they lack confidence then they may not reach out for help when needed.	I want my kids to build confidence.
ELEMENT 3 Live, in person daily instruction (positives)	They have somebody right there when they need to ask a question, and they get an immediate answer.	I'm not in his head. This allows him to get what he needs out of it to retain all the important information. Knowing he's actually learning makes me (mom) feel less stressed.	Kids can discover better if they want to pursue the subject further. Opens future learning and career opportunities. Allows them to grow into the person they want to be.
ELEMENT 4 Live, in-person daily instruction (negatives)	Would it allow for enough flexibility in scheduling?	We need family time and the ability to learn when it's best for our kids.	If kids have to get online when they aren't ready to learn, they are grumpy and it creates stress and strife for whole family.

Quest Prep Academy: Qualitative Research 2021

Element	Attributes	Personal Benefits / Barriers	Motivations / Values
ELEMENT 5 choices in classes and learning plans (positives)	Gets kids excited about learning. Makes a challenging subject interesting to them so they can learn and want to learn	More likely to want to learn. They will learn all the important things they need to move forward in education.	I feel less stressed that they want to learn, and that they are learning all they need for future education and life.
ELEMENT 6 choices in classes and learning plans (negatives)	None reported by any respondents.	NA	NA
ELEMENT 7 Mixed grade / age classes (positives)	Allows kids to work at their level without having to be held back a whole grade level. More realistic to life and how we need to work with people of all ages and ideas.	Encourages my kids and keeps them learning instead of making them feel behind. My kids are better socialized for the real world. Allows my kids to help peers and get help from peers.	Able to expand to different viewpoints and different experiences. Keeps them engaged and keeps hunger going. Prepares them for the real world and working with many different people.
ELEMENT 8 Mixed grade / age classes (negatives)	None reported by any respondents.	NA	NA



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Quest Prep Academy: Qualitative Research 2021

Element	Attributes
HIT LIST 1 Project-based learning with materials kits shipped directly to students.	I love the idea of hands on, interactive, projects. It helps different types of learning (kinetic, visual, audios) Students will take more away from the added value of physical projects than just the audio portion. Excitement about the package arriving means excitement about school. Takes the guesswork away from the parent, because all the materials are there and ready. No negatives reported by any respondents.
HIT LIST 2 Education Coordinator in addition to class teachers	Allows the parents and student(s) to build a rapport with them, and feel more like a family friend. I don't have to constantly repeat my child's entire education years/concerns/thoughts/etc over and over again. Having the same person year to year means they know me, they know my child, and they genuinely care. Makes the school feel like a community. Gives parents a high expectation of support and so relieves the stress of facilitating school. I know my kids are getting everything they need. Nothing will be overlooked. No negatives reported by any respondents.



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CHARTER SCHOOL WORKSHEET

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

Quest Prep Academy - Fiscal year 2023-2024

	Max Authorized Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	50	0.55	27.5
Estimated enrollment (1-3)	140	0.9	126
Estimated enrollment (4-6)	110	0.9	99
Estimated enrollment (7-8)	0	0.99	0
Estimated enrollment (9-12)	0	1.2	0
Special Ed enrollment (K)	5		
Special Ed enrollment (1-12)	25		
Special Ed (Self-Contained)	3		
Number of Teachers (K-6)	14		
Number of Teachers (7-12)	0		
WPU Value	\$3,809		
No. of Teachers (FTE) (CACTUS)	14		
School Administrators (CACTUS)	4		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	252.5000	\$ 961,773
Professional Staff	0.059507	15.0255	\$ 57,232.20
Restricted Basic School:			
Special Ed--Add-on	0.8417	25.2500	\$ 96,177.25
Spec. Ed. Self-Contained	1.0000	3.0000	\$ 11,427.00
Special Ed-State Programs			
Career and Technical Ed.			
Class Size Reduction (K-8)			
Total WPU Programs		295.7755	\$ 1,126,608.95
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$29.76 per WPU		\$ 7,514
Special Populations			
Enhancement for At-Risk Students	\$18.90 per student		5,670
Enhancement for Accelerated Students	\$3.96 per student		1,188
Other			
School Land Trust Program	\$37.67 per student		\$ 11,301.00
Reading Achievement Program			
Charter Administrative Costs	\$100 per student (min \$45k)		\$ 45,000.00
Educator Salary Adjustment (ESA)			
ESA-School Administrators			
Library Books and Resources			
Local Replacement Dollars	Average \$2,701 per student		\$ 810,300.00
Total Non-WPU			\$ 880,973.40

ESTIMATED Total All State Funding		\$	2,007,582

CHARTER SCHOOL WORKSHEET

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

Quest Prep Academy - Fiscal year 2023-2024

	Break Even Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	33	0.55	18.15
Estimated enrollment (1-3)	92.4	0.9	83.16
Estimated enrollment (4-6)	72.6	0.9	65.34
Estimated enrollment (7-8)		0.99	0
Estimated enrollment (9-12)		1.2	0
Special Ed enrollment (K)	3.3		
Special Ed enrollment (1-12)	16.5		
Special Ed (Self-Contained)	1.98		
Number of Teachers (K-6)	10		
Number of Teachers (7-12)	0		
WPU Value	\$3,809		
No. of Teachers (FTE) (CACTUS)	10		
School Administrators (CACTUS)	4		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	166.6500	\$ 634,770
Professional Staff	0.059507	9.9168	37,773
Restricted Basic School:			
Special Ed--Add-on	0.8417	16.6650	\$ 63,476.99
Spec. Ed. Self-Contained	1.0000	1.9800	\$ 7,541.82
Special Ed-State Programs			
Career and Technical Ed.			
Class Size Reduction (K-8)			
Total WPU Programs		195.2118	\$ 743,562
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$29.76 per WPU		\$ 4,960
Special Populations			
Enhancement for At-Risk Students	\$18.90 per student		3,742
Enhancement for Accelerated Students	\$3.96 per student		784
Other			
School Land Trust Program	\$37.67 per student		\$ 7,458.66
Reading Achievement Program			
Charter Administrative Costs	\$100 per student (min \$45k)		\$ 45,000.00
Educator Salary Adjustment (ESA)			
ESA-School Administrators			
Library Books and Resources			
Local Replacement Dollars	Average \$2,701 per student		\$ 534,798.00
Total Non-WPU			\$ 596,742

ESTIMATED Total All State Funding		\$	1,340,304

Quest Prep Academy			
First Operational Year		100% Enrollment	
Number of Students:		300	
Grade Configuration:		K-6	
Revenue			
Child Nutrition Program (CNP) and Lunchroom Sales			
Student Activities		\$95	
Other		\$0	
Total Revenue From Local Sources (1000)		\$95	
Estimated Total All State Funding		\$	
Charter School Revolving Loan		\$300,000	
Charter School Startup and Implementation Grant		\$131,250	
Total Revenue from State Sources (3000)		\$2,438,832	
Lunch and Breakfast Reimbursement			
Restricted Federal Through State		\$0	
Programs for the Disabled (IDEA)		\$43,680	
Elementary and Secondary Education Act (ESEA)		\$40,752	
Total Revenue from Federal Sources (4000)		\$84,432	
Private Grants & Donations:		\$0	
Source(s) (<i>specify</i>)		\$0	
Loans:		\$0	
Commercial		\$0	
Other (<i>specify</i>)		\$0	
Pre-Operational Carryforward		\$0	
Total Revenue from Other Sources (5000)		\$0	
Total Revenue		\$2,523,359	
Expenditures		Number	Salary/Cost
--- SALARIES ---			
10.131	Salaries - Teachers	12.00	\$55,000
10.132	Salaries - Substitute Teachers	1.00	\$18,000
10.161	Salaries - Teacher Aides and Paraprofessionals	0.00	\$0
10.100	Salaries - Other 1000-Instruction	8.00	\$6,000
	Total 10 (1000)-INSTRUCTION Salaries (100)		
21.141	Salaries - Attendance and Social Work Personnel	3.00	\$55,000
21.142	Salaries - Guidance Personnel	0.00	\$6,000
21.143	Salaries - Health Services Personnel	0.00	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0
21.152	Salaries - Secretarial and Clerical	1.00	\$30,000
21.100	Salaries - Other 2100-Student Support	0.00	\$0
	Total - STUDENT SUPPORT Salaries (100)		
22.145	Salaries - Media Personnel - Certified	0.00	\$0
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0
22.100	Salaries - Other 2200-Instructional Staff Support	2.00	\$51,500
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)		
24.121	Salaries - Principals and Assistants	2.00	\$95,000

24.152	Salaries - Secretarial and Clerical	1.00	\$30,000
24.100	Salaries - Other 2400-School Administration	3.00	\$7,800
	Total -SCHOOL ADMINISTRATION Salaries (100)		
26.100	Salaries - Operation & Maintenance of Facilities	0.00	\$0
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)		
31.100	Salaries - Food Services	0.00	\$0
	Total -FOOD SERVICES Salaries (100)		
	TOTAL - ALL SALARIES (100)		
--- BENEFITS ---			
10.210	Retirement - Instruction	5%	\$726,000
21.210	Retirement - Student Support	5%	\$195,000
22.210	Retirement - Instructional Staff Support	5%	\$103,000
24.210	Retirement - School Administration	5%	\$243,400
26.210	Retirement - Operation & Main of Facilities	0%	\$0
31.210	Retirement - Food Services	0%	\$0
	Total - All Retirement		
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$726,000
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$195,000
24.220	Social Security/FICA/Unemployment/Workers Comp -School Adminis	10%	\$243,400
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & M	10%	\$0
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$0
	Total - Social Security/FICA/Unemployment/Workers Comp		
10.240	Insurance (Health/Dental/Life) - Instruction	3%	\$726,000
21.240	Insurance (Health/Dental/Life) - Student Support	3%	\$195,000
24.240	Insurance (Health/Dental/Life) - School Administration	3%	\$243,400
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	0%	\$0
31.240	Insurance (Health/Dental/Life) - Food Services	0%	\$0
	Total- All Insurance(Health/Dental/Life)		
10.200	Other Benefits (<i>specify</i>) - Instruction	0%	\$726,000
21.200	Other Benefits (<i>specify</i>) - Student Support	0%	\$195,000
24.200	Other Benefits (<i>specify</i>) - School Administration	0%	\$243,400
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	0%	\$0
31.200	Other Benefits (<i>specify</i>) - Food Services	0%	\$0
	Total - All Other Insurance		
	TOTAL ALL BENEFITS (200)		
--- PURCHASED PROFESSIONAL & TECHNICAL SER			
10.300	Purchased Prof & Tech Services - Instruction		
21.300	Purchased Prof & Tech Services - Student Support		
22.300	Purchased Prof & Tech Services - Instructional Staff Support		
24.300	Purchased Prof & Tech Services - School Administration		
24.349	Purchased Prof & Tech Services - Purchased Legal Services		
31.300	Purchased Prof & Tech Services - Food Services		
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)		
--- PURCHASED PROPERTY SERVICES ---			
26.400	Purchased Property Services		

26.441	Rental of Land & Buildings		
26.450	Construction and Remodeling		
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)		
--- OTHER PURCHASED SERVICES ---			
27.510	Student Transportation services		
24.520	Insurance (other than employee benefits - e.g. D&O)		
45.521	Property Insurance		
45.522	Liability Insurance		
10.530	Communication (telephone and other)		
21.530	Communication (telephone and other)		
24.530	Communication (telephone and other)		
26.530	Communication (telephone and other)		
24.540	Advertising		
10.550	Printing and Binding		
21.518	Student Day Travel/Field Trips		
24.550	Printing and Binding		
10.560	Tuition		
21.570	Food Service Management		
21.580	Travel/Per Diem		
24.580	Travel/Per Diem		
26.580	Travel/Per Diem		
10.590	Inter-educational, Interagency Purchased Services		
	TOTAL - OTHER PURCHASED SERVICES (500)		
--- SUPPLIES ---			
10.600	Instructional Supplies	300	\$630
10.641	Textbooks	300	\$150
21.600	Supplies - Student Support Services	0	\$0
22.644	Library Books	0	\$0
22.650	Periodicals	0	\$0
24.600	Supplies - School Administration	2	\$3,000
26.600	Supplies - Operation & Maintenance of Facilities	0	\$0
31.600	Supplies - Food Service	0	\$0
31.630	Food - Food Service		
	TOTAL - ALL SUPPLIES (600)		
--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction		
21.700	Property - Student Support Services		
24.700	Property - School Administration		
26.700	Property - Operation & Maintenance of Facilities		
31.700	Property - Food Services		
31.780	Depreciation - Kitchen Equipment Depreciation	\$ -	7
49.710	Land and Improvements		
49.720	Buildings		
27.732	School Buses		
10.733	Furniture and Fixtures - Instruction		

24.733	Furniture and Fixtures - School Administration	
21.733	Furniture and Fixtures - Student Support Services	
10.734	Technology Equipment - Instruction	
24.734	Technology Equipment - School Administration	
21.734	Technology Equipment - Student Support Services	
27.735	Non-Bus Vehicles	
10.739	Other Equipment - Instruction	
21.739	Other Equipment - Student Support Services	
24.739	Other Equipment - School Administration	
TOTAL - ALL PROPERTY (700)		
--- OTHER OBJECTS ---		
10.800	Other Objects- Instruction	
21.800	Other Objects- Student Support	
24.800	Other Objects- School Administration	
26.800	Other Objects - Operation & Maintenance of Facilities	
31.800	Other Objects - Food Services	
45.800	Other Objects - Building Acquisition	
	Total - All Other Objects	
10.810	Dues and Fees - Instruction	
21.810	Dues and Fees - Student Support	
24.810	Dues and Fees -School Administration	
26.810	Dues and Fees - Operation & Maintenance of Facilities	
	Total - All Dues and Fees	
TOTAL - OTHER OBJECTS (800)		
Total Building Acquisition & Instruction (4500)		
45.830	Interest	
45.840	Redemption of Principal	
Total other financing sources (uses) and other items		

1000	Total Local	
3000	Total State	
4000	Total Federal	
TOTAL REVENUES		
100	Salaries	
200	Employee Benefits	
300	Purchased Professional and Technical Services	
400	Purchased Property Services	
500	Other Purchased Services	
600	Supplies	
700	Property	
800	Other Objects	
TOTAL EXPENDITURES		
Excess or Deficiency of Revenues over Expenditures		
Other Sources of Funding (5000)		
Net Asset Balance (Fund Balance)		

Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)		
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)		

FY 2023-2024

it	Breakeven Enrollment	
	198	
	K-6	
\$0		\$0
	\$63	
	\$0	
	\$63	
2,007,582.35	\$	1,340,304.35
	\$300,000	
	\$126,563	
	\$1,766,867	
\$0		\$0
	\$0	
	\$28,829	
	\$26,896	
	\$55,725	
	\$0	
	\$0	
	\$0	
	\$0	
	\$0	
	\$0	
	\$0	
	\$1,822,655	

Total	Number	Salary/Cost	Total
\$660,000	10.00	\$55,000	\$550,000
\$18,000	1.00	\$18,000	\$18,000
\$0	0.00	\$0	\$0
\$48,000	8.00	\$6,000	\$48,000
\$726,000			\$616,000
\$165,000	3.00	\$55,000	\$165,000
\$0	0.00	\$6,000	\$0
\$0	0.00	\$0	\$0
\$0	0.00	\$0	\$0
\$30,000	1.00	\$30,000	\$30,000
\$0	0.00	\$0	\$0
\$195,000			\$195,000
\$0	0.00	\$0	\$0
\$0	0.00	\$0	\$0
\$103,000	2.00	\$51,500	\$103,000
\$103,000			\$103,000
\$190,000	2.00	\$95,000	\$190,000

\$30,000	1.00	\$30,000	\$30,000
\$23,400	3.00	\$7,800	\$23,400
\$243,400			\$243,400
\$0	0.00	\$0	\$0
\$0			\$0
\$0	0.00	\$0	\$0
\$0			\$0
\$1,267,400			\$1,157,400

\$36,300	5%	\$616,000	\$30,800
\$9,750	5%	\$195,000	\$9,750
\$5,150	5%	\$103,000	\$5,150
\$12,170	5%	\$243,400	\$12,170
\$0	0%	\$0	\$0
\$0	0%	\$0	\$0
\$63,370			\$57,870
\$72,600	10%	\$616,000	\$61,600
\$19,500	10%	\$195,000	\$19,500
\$24,340	10%	\$243,400	\$24,340
\$0	10%	\$0	\$0
\$0	10%	\$0	\$0
\$116,440			\$105,440
\$18,150	3%	\$616,000	\$15,400
\$4,875	3%	\$195,000	\$4,875
\$6,085	3%	\$243,400	\$6,085
\$0	0%	\$0	\$0
\$0	0%	\$0	\$0
\$29,110			\$26,360
\$0	0%	\$616,000	\$0
\$0	0%	\$195,000	\$0
\$0	0%	\$243,400	\$0
\$0	0%	\$0	\$0
\$0	0%	\$0	\$0
\$0			\$0
\$208,920			\$189,670

VICES ---

\$7,500		\$7,500
\$0		\$0
\$0		\$0
\$11,000		\$11,000
\$23,000		\$23,000
\$0		\$0
\$41,500		\$41,500

\$0		\$0
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\$0			\$0
\$0			\$0
\$0			\$0

\$0			\$0
\$600			\$600
\$0			\$0
\$4,200			\$4,200
\$22,000			\$20,000
\$0			\$0
\$0			\$0
\$0			\$0
\$500			\$500
\$2,500			\$2,500
\$0			\$0
\$0			\$0
\$0			\$0
\$0			\$0
\$0			\$0
\$0			\$0
\$0			\$0
\$225,000			\$148,500
\$254,800			\$176,300

\$189,000	198	\$630	\$124,740
\$45,000	198	\$150	\$29,700
\$0			\$0
\$0			\$0
\$0			\$0
\$6,000			\$6,000
\$0			\$0
\$0			\$0
\$0			\$0
\$240,000			\$160,440

\$0			\$0
\$0			\$0
\$4,000			\$4,000
\$0			\$0
\$0			\$0
\$0	\$ -	7	\$0
\$0			\$0
\$0			\$0
\$0			\$0
\$0			\$0

\$1,000		\$1,000
\$0		\$0
\$72,000		\$47,520
\$2,800		\$2,800
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$79,800		\$55,320
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$5,250		\$5,250
\$0		\$0
\$5,250		\$5,250
\$95		\$63
\$2,438,832		\$1,766,867
\$84,432		\$55,725
\$2,523,359		\$1,822,655
\$1,267,400		\$1,157,400
\$208,920		\$189,670
\$41,500		\$41,500
\$0		\$0
\$254,800		\$160,440
\$240,000		\$160,440
\$79,800		\$55,320
\$5,250		\$0
\$2,097,670		\$1,764,770
\$425,689		\$57,885
\$0		\$0
\$425,689		\$57,885

17%			3%
17%			3%

loan amortization

\$300,000

0.0175

48

payment

1	(\$6,475.86)	300,000	-437.5	437.5	\$300,000.00	\$0.00
2		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
3		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
4		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
5		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
6		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
7		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
8		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
9		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
10		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
11		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
12		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
13		\$300,000.00	(\$6,475.86)	437.5	\$293,961.64	\$6,038.36
14		\$293,961.64	(\$6,475.86)	428.6940639	\$287,914.48	\$6,047.16
15		\$287,914.48	(\$6,475.86)	419.8752858	\$281,858.50	\$6,055.98
16		\$281,858.50	(\$6,475.86)	411.0436469	\$275,793.69	\$6,064.81
17		\$275,793.69	(\$6,475.86)	402.1991286	\$269,720.03	\$6,073.66
18		\$269,720.03	(\$6,475.86)	393.341712	\$263,637.52	\$6,082.51
19		\$263,637.52	(\$6,475.86)	384.4713784	\$257,546.13	\$6,091.38
20		\$257,546.13	(\$6,475.86)	375.5881089	\$251,445.86	\$6,100.27
21		\$251,445.86	(\$6,475.86)	366.6918846	\$245,336.70	\$6,109.16
22		\$245,336.70	(\$6,475.86)	357.7826866	\$239,218.63	\$6,118.07
23		\$239,218.63	(\$6,475.86)	348.8604961	\$233,091.63	\$6,127.00
24		\$233,091.63	(\$6,475.86)	339.925294	\$226,955.70	\$6,135.93
25		\$226,955.70	(\$6,475.86)	330.9770614	\$220,810.82	\$6,144.88
26		\$220,810.82	(\$6,475.86)	322.0157794	\$214,656.98	\$6,153.84
27		\$214,656.98	(\$6,475.86)	313.0414287	\$208,494.16	\$6,162.81
28		\$208,494.16	(\$6,475.86)	304.0539905	\$202,322.36	\$6,171.80
29		\$202,322.36	(\$6,475.86)	295.0534456	\$196,141.56	\$6,180.80
30		\$196,141.56	(\$6,475.86)	286.039775	\$189,951.74	\$6,189.82
31		\$189,951.74	(\$6,475.86)	277.0129593	\$183,752.90	\$6,198.84
32		\$183,752.90	(\$6,475.86)	267.9729796	\$177,545.02	\$6,207.88
33		\$177,545.02	(\$6,475.86)	258.9198166	\$171,328.08	\$6,216.94
34		\$171,328.08	(\$6,475.86)	249.853451	\$165,102.08	\$6,226.00
35		\$165,102.08	(\$6,475.86)	240.7738637	\$158,867.00	\$6,235.08
36		\$158,867.00	(\$6,475.86)	231.6810353	\$152,622.82	\$6,244.18
37		\$152,622.82	(\$6,475.86)	222.5749465	\$146,369.54	\$6,253.28
38		\$146,369.54	(\$6,475.86)	213.455578	\$140,107.14	\$6,262.40
39		\$140,107.14	(\$6,475.86)	204.3229104	\$133,835.61	\$6,271.53
40		\$133,835.61	(\$6,475.86)	195.1769244	\$127,554.93	\$6,280.68
41		\$127,554.93	(\$6,475.86)	186.0176004	\$121,265.09	\$6,289.84
42		\$121,265.09	(\$6,475.86)	176.8449191	\$114,966.08	\$6,299.01
43		\$114,966.08	(\$6,475.86)	167.658861	\$108,657.88	\$6,308.20

44	\$108,657.88	(\$6,475.86)	158.4594066	\$102,340.48	\$6,317.40
45	\$102,340.48	(\$6,475.86)	149.2465362	\$96,013.87	\$6,326.61
46	\$96,013.87	(\$6,475.86)	140.0202305	\$89,678.04	\$6,335.84
47	\$89,678.04	(\$6,475.86)	130.7804697	\$83,332.96	\$6,345.08
48	\$83,332.96	(\$6,475.86)	121.5272342	\$76,978.63	\$6,354.33
49	\$76,978.63	(\$6,475.86)	112.2605045	\$70,615.04	\$6,363.60
50	\$70,615.04	(\$6,475.86)	102.9802608	\$64,242.16	\$6,372.88
51	\$64,242.16	(\$6,475.86)	93.68648335	\$57,859.99	\$6,382.17
52	\$57,859.99	(\$6,475.86)	84.37915251	\$51,468.51	\$6,391.48
53	\$51,468.51	(\$6,475.86)	75.05824848	\$45,067.72	\$6,400.80
54	\$45,067.72	(\$6,475.86)	65.72375147	\$38,657.58	\$6,410.13
55	\$38,657.58	(\$6,475.86)	56.37564165	\$32,238.10	\$6,419.48
56	\$32,238.10	(\$6,475.86)	47.01389916	\$25,809.26	\$6,428.84
57	\$25,809.26	(\$6,475.86)	37.63850414	\$19,371.04	\$6,438.22
58	\$19,371.04	(\$6,475.86)	28.24943667	\$12,923.44	\$6,447.61
59	\$12,923.44	(\$6,475.86)	18.8466768	\$6,466.43	\$6,457.01
60	\$6,466.43	(\$6,475.86)	9.430204578	\$0.00	\$6,466.43

CHARTER SCHOOL WORKSHEET

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

Quest Prep Academy - Fiscal year 2023-2024

	Max Authorized Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	50	0.55	27.5
Estimated enrollment (1-3)	140	0.9	126
Estimated enrollment (4-6)	110	0.9	99
Estimated enrollment (7-8)	0	0.99	0
Estimated enrollment (9-12)	0	1.2	0
Special Ed enrollment (K)	5		
Special Ed enrollment (1-12)	25		
Special Ed (Self-Contained)	3		
Number of Teachers (K-6)	14		
Number of Teachers (7-12)	0		
WPU Value	\$3,809		
No. of Teachers (FTE) (CACTUS)	14		
School Administrators (CACTUS)	4		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	252.5000	\$ 961,773
Professional Staff	0.059507	15.0255	\$ 57,232.20
Restricted Basic School:			
Special Ed--Add-on	0.8417	25.2500	\$ 96,177.25
Spec. Ed. Self-Contained	1.0000	3.0000	\$ 11,427.00
Special Ed-State Programs			
Career and Technical Ed.			
Class Size Reduction (K-8)			
Total WPU Programs		295.7755	\$ 1,126,608.95
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$29.76 per WPU		\$ 7,514
Special Populations			
Enhancement for At-Risk Students	\$18.90 per student		5,670
Enhancement for Accelerated Students	\$3.96 per student		1,188
Other			
School Land Trust Program	\$37.67 per student		\$ 11,301.00
Reading Achievement Program			
Charter Administrative Costs	\$100 per student (min \$45k)		\$ 45,000.00
Educator Salary Adjustment (ESA)			
ESA-School Administrators			
Library Books and Resources			
Local Replacement Dollars	Average \$2,701 per student		\$ 810,300.00
Total Non-WPU			\$ 880,973.40

ESTIMATED Total All State Funding		\$	2,007,582

CHARTER SCHOOL WORKSHEET

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

Quest Prep Academy - Fiscal year 2023-2024

	Break Even Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	33	0.55	18.15
Estimated enrollment (1-3)	92.4	0.9	83.16
Estimated enrollment (4-6)	72.6	0.9	65.34
Estimated enrollment (7-8)		0.99	0
Estimated enrollment (9-12)		1.2	0
Special Ed enrollment (K)	3.3		
Special Ed enrollment (1-12)	16.5		
Special Ed (Self-Contained)	1.98		
Number of Teachers (K-6)	10		
Number of Teachers (7-12)	0		
WPU Value	\$3,809		
No. of Teachers (FTE) (CACTUS)	10		
School Administrators (CACTUS)	4		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	166.6500	\$ 634,770
Professional Staff	0.059507	9.9168	37,773
Restricted Basic School:			
Special Ed--Add-on	0.8417	16.6650	\$ 63,476.99
Spec. Ed. Self-Contained	1.0000	1.9800	\$ 7,541.82
Special Ed-State Programs			
Career and Technical Ed.			
Class Size Reduction (K-8)			
Total WPU Programs		195.2118	\$ 743,562
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$29.76 per WPU		\$ 4,960
Special Populations			
Enhancement for At-Risk Students	\$18.90 per student		3,742
Enhancement for Accelerated Students	\$3.96 per student		784
Other			
School Land Trust Program	\$37.67 per student		\$ 7,458.66
Reading Achievement Program			
Charter Administrative Costs	\$100 per student (min \$45k)		\$ 45,000.00
Educator Salary Adjustment (ESA)			
ESA-School Administrators			
Library Books and Resources			
Local Replacement Dollars	Average \$2,701 per student		\$ 534,798.00
Total Non-WPU			\$ 596,742

ESTIMATED Total All State Funding		\$	1,340,304

Quest Prep Academy			
First Operational Year		100% Enrollment	
Number of Students:		300	
Grade Configuration:		K-6	
Revenue			
Child Nutrition Program (CNP) and Lunchroom Sales			
Student Activities		\$95	
Other		\$0	
Total Revenue From Local Sources (1000)		\$95	
Estimated Total All State Funding		\$	
Charter School Revolving Loan		\$300,000	
Charter School Startup and Implementation Grant		\$131,250	
Total Revenue from State Sources (3000)		\$2,438,832	
Lunch and Breakfast Reimbursement			
Restricted Federal Through State		\$0	
Programs for the Disabled (IDEA)		\$43,680	
Elementary and Secondary Education Act (ESEA)		\$40,752	
Total Revenue from Federal Sources (4000)		\$84,432	
Private Grants & Donations:		\$0	
Source(s) (<i>specify</i>)		\$0	
Loans:		\$0	
Commercial		\$0	
Other (<i>specify</i>)		\$0	
Pre-Operational Carryforward		\$0	
Total Revenue from Other Sources (5000)		\$0	
Total Revenue		\$2,523,359	
Expenditures		Number	Salary/Cost
--- SALARIES ---			
10.131	Salaries - Teachers	12.00	\$55,000
10.132	Salaries - Substitute Teachers	1.00	\$18,000
10.161	Salaries - Teacher Aides and Paraprofessionals	0.00	\$0
10.100	Salaries - Other 1000-Instruction	8.00	\$6,000
	Total 10 (1000)-INSTRUCTION Salaries (100)		
21.141	Salaries - Attendance and Social Work Personnel	3.00	\$55,000
21.142	Salaries - Guidance Personnel	0.00	\$6,000
21.143	Salaries - Health Services Personnel	0.00	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0
21.152	Salaries - Secretarial and Clerical	1.00	\$30,000
21.100	Salaries - Other 2100-Student Support	0.00	\$0
	Total - STUDENT SUPPORT Salaries (100)		
22.145	Salaries - Media Personnel - Certified	0.00	\$0
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0
22.100	Salaries - Other 2200-Instructional Staff Support	2.00	\$51,500
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)		
24.121	Salaries - Principals and Assistants	2.00	\$95,000

24.152	Salaries - Secretarial and Clerical	1.00	\$30,000
24.100	Salaries - Other 2400-School Administration	3.00	\$7,800
	Total -SCHOOL ADMINISTRATION Salaries (100)		
26.100	Salaries - Operation & Maintenance of Facilities	0.00	\$0
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)		
31.100	Salaries - Food Services	0.00	\$0
	Total -FOOD SERVICES Salaries (100)		
	TOTAL - ALL SALARIES (100)		
--- BENEFITS ---			
10.210	Retirement - Instruction	5%	\$726,000
21.210	Retirement - Student Support	5%	\$195,000
22.210	Retirement - Instructional Staff Support	5%	\$103,000
24.210	Retirement - School Administration	5%	\$243,400
26.210	Retirement - Operation & Main of Facilities	0%	\$0
31.210	Retirement - Food Services	0%	\$0
	Total - All Retirement		
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$726,000
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$195,000
24.220	Social Security/FICA/Unemployment/Workers Comp -School Adminis	10%	\$243,400
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & M	10%	\$0
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$0
	Total - Social Security/FICA/Unemployment/Workers Comp		
10.240	Insurance (Health/Dental/Life) - Instruction	3%	\$726,000
21.240	Insurance (Health/Dental/Life) - Student Support	3%	\$195,000
24.240	Insurance (Health/Dental/Life) - School Administration	3%	\$243,400
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	0%	\$0
31.240	Insurance (Health/Dental/Life) - Food Services	0%	\$0
	Total- All Insurance(Health/Dental/Life)		
10.200	Other Benefits (<i>specify</i>) - Instruction	0%	\$726,000
21.200	Other Benefits (<i>specify</i>) - Student Support	0%	\$195,000
24.200	Other Benefits (<i>specify</i>) - School Administration	0%	\$243,400
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	0%	\$0
31.200	Other Benefits (<i>specify</i>) - Food Services	0%	\$0
	Total - All Other Insurance		
	TOTAL ALL BENEFITS (200)		
--- PURCHASED PROFESSIONAL & TECHNICAL SER			
10.300	Purchased Prof & Tech Services - Instruction		
21.300	Purchased Prof & Tech Services - Student Support		
22.300	Purchased Prof & Tech Services - Instructional Staff Support		
24.300	Purchased Prof & Tech Services - School Administration		
24.349	Purchased Prof & Tech Services - Purchased Legal Services		
31.300	Purchased Prof & Tech Services - Food Services		
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)		
--- PURCHASED PROPERTY SERVICES ---			
26.400	Purchased Property Services		

26.441	Rental of Land & Buildings		
26.450	Construction and Remodeling		
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)		
--- OTHER PURCHASED SERVICES ---			
27.510	Student Transportation services		
24.520	Insurance (other than employee benefits - e.g. D&O)		
45.521	Property Insurance		
45.522	Liability Insurance		
10.530	Communication (telephone and other)		
21.530	Communication (telephone and other)		
24.530	Communication (telephone and other)		
26.530	Communication (telephone and other)		
24.540	Advertising		
10.550	Printing and Binding		
21.518	Student Day Travel/Field Trips		
24.550	Printing and Binding		
10.560	Tuition		
21.570	Food Service Management		
21.580	Travel/Per Diem		
24.580	Travel/Per Diem		
26.580	Travel/Per Diem		
10.590	Inter-educational, Interagency Purchased Services		
	TOTAL - OTHER PURCHASED SERVICES (500)		
--- SUPPLIES ---			
10.600	Instructional Supplies	300	\$630
10.641	Textbooks	300	\$150
21.600	Supplies - Student Support Services	0	\$0
22.644	Library Books	0	\$0
22.650	Periodicals	0	\$0
24.600	Supplies - School Administration	2	\$3,000
26.600	Supplies - Operation & Maintenance of Facilities	0	\$0
31.600	Supplies - Food Service	0	\$0
31.630	Food - Food Service		
	TOTAL - ALL SUPPLIES (600)		
--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction		
21.700	Property - Student Support Services		
24.700	Property - School Administration		
26.700	Property - Operation & Maintenance of Facilities		
31.700	Property - Food Services		
31.780	Depreciation - Kitchen Equipment Depreciation	\$ -	7
49.710	Land and Improvements		
49.720	Buildings		
27.732	School Buses		
10.733	Furniture and Fixtures - Instruction		

24.733	Furniture and Fixtures - School Administration	
21.733	Furniture and Fixtures - Student Support Services	
10.734	Technology Equipment - Instruction	
24.734	Technology Equipment - School Administration	
21.734	Technology Equipment - Student Support Services	
27.735	Non-Bus Vehicles	
10.739	Other Equipment - Instruction	
21.739	Other Equipment - Student Support Services	
24.739	Other Equipment - School Administration	
TOTAL - ALL PROPERTY (700)		
--- OTHER OBJECTS ---		
10.800	Other Objects- Instruction	
21.800	Other Objects- Student Support	
24.800	Other Objects- School Administration	
26.800	Other Objects - Operation & Maintenance of Facilities	
31.800	Other Objects - Food Services	
45.800	Other Objects - Building Acquisition	
	Total - All Other Objects	
10.810	Dues and Fees - Instruction	
21.810	Dues and Fees - Student Support	
24.810	Dues and Fees -School Administration	
26.810	Dues and Fees - Operation & Maintenance of Facilities	
	Total - All Dues and Fees	
TOTAL - OTHER OBJECTS (800)		
Total Building Acquisition & Instruction (4500)		
45.830	Interest	
45.840	Redemption of Principal	
Total other financing sources (uses) and other items		

1000	Total Local	
3000	Total State	
4000	Total Federal	
TOTAL REVENUES		
100	Salaries	
200	Employee Benefits	
300	Purchased Professional and Technical Services	
400	Purchased Property Services	
500	Other Purchased Services	
600	Supplies	
700	Property	
800	Other Objects	
TOTAL EXPENDITURES		
Excess or Deficiency of Revenues over Expenditures		
Other Sources of Funding (5000)		
Net Asset Balance (Fund Balance)		

Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)		
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)		

FY 2023-2024

it	Breakeven Enrollment	
	198	
	K-6	
\$0		\$0
	\$63	
	\$0	
	\$63	
2,007,582.35	\$	1,340,304.35
	\$300,000	
	\$126,563	
	\$1,766,867	
\$0		\$0
	\$0	
	\$28,829	
	\$26,896	
	\$55,725	
	\$0	
	\$0	
	\$0	
	\$0	
	\$0	
	\$0	
	\$0	
	\$1,822,655	

Total	Number	Salary/Cost	Total
\$660,000	10.00	\$55,000	\$550,000
\$18,000	1.00	\$18,000	\$18,000
\$0	0.00	\$0	\$0
\$48,000	8.00	\$6,000	\$48,000
\$726,000			\$616,000
\$165,000	3.00	\$55,000	\$165,000
\$0	0.00	\$6,000	\$0
\$0	0.00	\$0	\$0
\$0	0.00	\$0	\$0
\$30,000	1.00	\$30,000	\$30,000
\$0	0.00	\$0	\$0
\$195,000			\$195,000
\$0	0.00	\$0	\$0
\$0	0.00	\$0	\$0
\$103,000	2.00	\$51,500	\$103,000
\$103,000			\$103,000
\$190,000	2.00	\$95,000	\$190,000

\$30,000	1.00	\$30,000	\$30,000
\$23,400	3.00	\$7,800	\$23,400
\$243,400			\$243,400
\$0	0.00	\$0	\$0
\$0			\$0
\$0	0.00	\$0	\$0
\$0			\$0
\$1,267,400			\$1,157,400

\$36,300	5%	\$616,000	\$30,800
\$9,750	5%	\$195,000	\$9,750
\$5,150	5%	\$103,000	\$5,150
\$12,170	5%	\$243,400	\$12,170
\$0	0%	\$0	\$0
\$0	0%	\$0	\$0
\$63,370			\$57,870
\$72,600	10%	\$616,000	\$61,600
\$19,500	10%	\$195,000	\$19,500
\$24,340	10%	\$243,400	\$24,340
\$0	10%	\$0	\$0
\$0	10%	\$0	\$0
\$116,440			\$105,440
\$18,150	3%	\$616,000	\$15,400
\$4,875	3%	\$195,000	\$4,875
\$6,085	3%	\$243,400	\$6,085
\$0	0%	\$0	\$0
\$0	0%	\$0	\$0
\$29,110			\$26,360
\$0	0%	\$616,000	\$0
\$0	0%	\$195,000	\$0
\$0	0%	\$243,400	\$0
\$0	0%	\$0	\$0
\$0	0%	\$0	\$0
\$0			\$0
\$208,920			\$189,670

VICES ---

\$7,500			\$7,500
\$0			\$0
\$0			\$0
\$11,000			\$11,000
\$23,000			\$23,000
\$0			\$0
\$41,500			\$41,500

\$0			\$0
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\$0			\$0
\$0			\$0
\$0			\$0

\$0			\$0
\$600			\$600
\$0			\$0
\$4,200			\$4,200
\$22,000			\$20,000
\$0			\$0
\$0			\$0
\$0			\$0
\$500			\$500
\$2,500			\$2,500
\$0			\$0
\$0			\$0
\$0			\$0
\$0			\$0
\$0			\$0
\$0			\$0
\$0			\$0
\$225,000			\$148,500
\$254,800			\$176,300

\$189,000	198	\$630	\$124,740
\$45,000	198	\$150	\$29,700
\$0			\$0
\$0			\$0
\$0			\$0
\$6,000			\$6,000
\$0			\$0
\$0			\$0
\$0			\$0
\$240,000			\$160,440

\$0			\$0
\$0			\$0
\$4,000			\$4,000
\$0			\$0
\$0			\$0
\$0	\$ -	7	\$0
\$0			\$0
\$0			\$0
\$0			\$0
\$0			\$0

\$1,000		\$1,000
\$0		\$0
\$72,000		\$47,520
\$2,800		\$2,800
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$79,800		\$55,320
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$5,250		\$5,250
\$0		\$0
\$5,250		\$5,250
\$95		\$63
\$2,438,832		\$1,766,867
\$84,432		\$55,725
\$2,523,359		\$1,822,655
\$1,267,400		\$1,157,400
\$208,920		\$189,670
\$41,500		\$41,500
\$0		\$0
\$254,800		\$160,440
\$240,000		\$160,440
\$79,800		\$55,320
\$5,250		\$0
\$2,097,670		\$1,764,770
\$425,689		\$57,885
\$0		\$0
\$425,689		\$57,885

17%			3%
17%			3%

loan amortization

\$300,000

0.0175

48

payment

1	(\$6,475.86)	300,000	-437.5	437.5	\$300,000.00	\$0.00
2		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
3		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
4		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
5		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
6		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
7		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
8		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
9		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
10		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
11		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
12		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
13		\$300,000.00	(\$6,475.86)	437.5	\$293,961.64	\$6,038.36
14		\$293,961.64	(\$6,475.86)	428.6940639	\$287,914.48	\$6,047.16
15		\$287,914.48	(\$6,475.86)	419.8752858	\$281,858.50	\$6,055.98
16		\$281,858.50	(\$6,475.86)	411.0436469	\$275,793.69	\$6,064.81
17		\$275,793.69	(\$6,475.86)	402.1991286	\$269,720.03	\$6,073.66
18		\$269,720.03	(\$6,475.86)	393.341712	\$263,637.52	\$6,082.51
19		\$263,637.52	(\$6,475.86)	384.4713784	\$257,546.13	\$6,091.38
20		\$257,546.13	(\$6,475.86)	375.5881089	\$251,445.86	\$6,100.27
21		\$251,445.86	(\$6,475.86)	366.6918846	\$245,336.70	\$6,109.16
22		\$245,336.70	(\$6,475.86)	357.7826866	\$239,218.63	\$6,118.07
23		\$239,218.63	(\$6,475.86)	348.8604961	\$233,091.63	\$6,127.00
24		\$233,091.63	(\$6,475.86)	339.925294	\$226,955.70	\$6,135.93
25		\$226,955.70	(\$6,475.86)	330.9770614	\$220,810.82	\$6,144.88
26		\$220,810.82	(\$6,475.86)	322.0157794	\$214,656.98	\$6,153.84
27		\$214,656.98	(\$6,475.86)	313.0414287	\$208,494.16	\$6,162.81
28		\$208,494.16	(\$6,475.86)	304.0539905	\$202,322.36	\$6,171.80
29		\$202,322.36	(\$6,475.86)	295.0534456	\$196,141.56	\$6,180.80
30		\$196,141.56	(\$6,475.86)	286.039775	\$189,951.74	\$6,189.82
31		\$189,951.74	(\$6,475.86)	277.0129593	\$183,752.90	\$6,198.84
32		\$183,752.90	(\$6,475.86)	267.9729796	\$177,545.02	\$6,207.88
33		\$177,545.02	(\$6,475.86)	258.9198166	\$171,328.08	\$6,216.94
34		\$171,328.08	(\$6,475.86)	249.853451	\$165,102.08	\$6,226.00
35		\$165,102.08	(\$6,475.86)	240.7738637	\$158,867.00	\$6,235.08
36		\$158,867.00	(\$6,475.86)	231.6810353	\$152,622.82	\$6,244.18
37		\$152,622.82	(\$6,475.86)	222.5749465	\$146,369.54	\$6,253.28
38		\$146,369.54	(\$6,475.86)	213.455578	\$140,107.14	\$6,262.40
39		\$140,107.14	(\$6,475.86)	204.3229104	\$133,835.61	\$6,271.53
40		\$133,835.61	(\$6,475.86)	195.1769244	\$127,554.93	\$6,280.68
41		\$127,554.93	(\$6,475.86)	186.0176004	\$121,265.09	\$6,289.84
42		\$121,265.09	(\$6,475.86)	176.8449191	\$114,966.08	\$6,299.01
43		\$114,966.08	(\$6,475.86)	167.658861	\$108,657.88	\$6,308.20

44	\$108,657.88	(\$6,475.86)	158.4594066	\$102,340.48	\$6,317.40
45	\$102,340.48	(\$6,475.86)	149.2465362	\$96,013.87	\$6,326.61
46	\$96,013.87	(\$6,475.86)	140.0202305	\$89,678.04	\$6,335.84
47	\$89,678.04	(\$6,475.86)	130.7804697	\$83,332.96	\$6,345.08
48	\$83,332.96	(\$6,475.86)	121.5272342	\$76,978.63	\$6,354.33
49	\$76,978.63	(\$6,475.86)	112.2605045	\$70,615.04	\$6,363.60
50	\$70,615.04	(\$6,475.86)	102.9802608	\$64,242.16	\$6,372.88
51	\$64,242.16	(\$6,475.86)	93.68648335	\$57,859.99	\$6,382.17
52	\$57,859.99	(\$6,475.86)	84.37915251	\$51,468.51	\$6,391.48
53	\$51,468.51	(\$6,475.86)	75.05824848	\$45,067.72	\$6,400.80
54	\$45,067.72	(\$6,475.86)	65.72375147	\$38,657.58	\$6,410.13
55	\$38,657.58	(\$6,475.86)	56.37564165	\$32,238.10	\$6,419.48
56	\$32,238.10	(\$6,475.86)	47.01389916	\$25,809.26	\$6,428.84
57	\$25,809.26	(\$6,475.86)	37.63850414	\$19,371.04	\$6,438.22
58	\$19,371.04	(\$6,475.86)	28.24943667	\$12,923.44	\$6,447.61
59	\$12,923.44	(\$6,475.86)	18.8466768	\$6,466.43	\$6,457.01
60	\$6,466.43	(\$6,475.86)	9.430204578	\$0.00	\$6,466.43

CHARTER SCHOOL WORKSHEET

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

Quest Prep Academy - Fiscal Year 2025-2026

	Max Authorized Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	70	0.55	38.5
Estimated enrollment (1-3)	210	0.9	189
Estimated enrollment (4-6)	200	0.9	180
Estimated enrollment (7-8)	120	0.99	118.8
Estimated enrollment (9-12)	200	1.2	240
Special Ed enrollment (K)	7		
Special Ed enrollment (1-12)	73		
Special Ed (Self-Contained)	8		
Number of Teachers (K-6)	17		
Number of Teachers (7-12)	10		
WPU Value	\$3,809		
No. of Teachers (FTE) (CACTUS)	27		
School Administrators (CACTUS)	8		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	766.3000	\$ 2,918,837
Professional Staff	0.059507	45.6002	\$ 173,691.22
Restricted Basic School:			
Special Ed--Add-on	0.8694	69.5500	\$ 264,915.95
Spec. Ed. Self-Contained	1.0000	8.0000	\$ 30,472.00
Special Ed-State Programs			
Career and Technical Ed.			
Class Size Reduction (K-8)			
Total WPU Programs		889.4502	\$ 3,387,915.87
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$29.76 per WPU		\$ 22,805
Special Populations			
Enhancement for At-Risk Students	\$18.90 per student		15,120
Enhancement for Accelerated Students	\$3.96 per student		3,168
Other			
School Land Trust Program	\$37.67 per student		\$ 30,136.00
Reading Achievement Program			
Charter Administrative Costs			
Educator Salary Adjustment (ESA)			
ESA-School Administrators			
Library Books and Resources			
Local Replacement Dollars	Average \$2,701 per student		\$ 2,160,800.00
Total Non-WPU			\$ 2,232,029.09

ESTIMATED Total All State Funding		\$	5,619,945

CHARTER SCHOOL WORKSHEET

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

Quest Prep Academy - Fiscal Year 2025-2026

	Break Even Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	35	0.55	19.25
Estimated enrollment (1-3)	105	0.9	94.5
Estimated enrollment (4-6)	100	0.9	90
Estimated enrollment (7-8)	60	0.99	59.4
Estimated enrollment (9-12)	100	1.2	120
Special Ed enrollment (K)	3.5		
Special Ed enrollment (1-12)	36.5		
Special Ed (Self-Contained)	4		
Number of Teachers (K-6)	13		
Number of Teachers (7-12)	5		
WPU Value	\$3,809		
No. of Teachers (FTE) (CACTUS)	18		
School Administrators (CACTUS)	6		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	383.1500	\$ 1,459,418
Professional Staff	0.059507	22.8001	86,846
Restricted Basic School:			
Special Ed--Add-on	0.8694	34.7750	\$ 132,457.98
Spec. Ed. Self-Contained	1.0000	4.0000	\$ 15,236.00
Special Ed-State Programs			
Career and Technical Ed.			
Class Size Reduction (K-8)			
Total WPU Programs		444.7251	\$ 1,693,958
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$29.76 per WPU		\$ 11,403
Special Populations			
Enhancement for At-Risk Students	\$18.90 per student		7,560
Enhancement for Accelerated Students	\$3.96 per student		1,584
Other			
School Land Trust Program	\$37.67 per student		\$ 15,068.00
Reading Achievement Program			
Charter Administrative Costs			
Educator Salary Adjustment (ESA)			
ESA-School Administrators			
Library Books and Resources			
Local Replacement Dollars	Average \$2,701 per student		\$ 1,080,400.00
Total Non-WPU			\$ 1,116,015

ESTIMATED Total All State Funding		\$	2,809,972

Quest Prep Academy			
First Operational Year		100% Enrollment	
Number of Students:		800	
Grade Configuration:		K-6	
Revenue			
Child Nutrition Program (CNP) and Lunchroom Sales			
Student Activities		\$253	
Other		\$0	
Total Revenue From Local Sources (1000)		\$253	
Estimated Total All State Funding		\$	
Charter School Revolving Loan			
Charter School Startup and Implementation Grant		\$50,000	
Total Revenue from State Sources (3000)		\$5,669,945	
Lunch and Breakfast Reimbursement			
Restricted Federal Through State		\$0	
Programs for the Disabled (IDEA)		\$116,480	
Elementary and Secondary Education Act (ESEA)		\$108,672	
Total Revenue from Federal Sources (4000)		\$225,152	
Private Grants & Donations:		\$0	
Source(s) (<i>specify</i>)		\$0	
Loans:		\$0	
Commercial		\$0	
Other (<i>specify</i>)		\$0	
Pre-Operational Carryforward		\$0	
Total Revenue from Other Sources (5000)		\$0	
Total Revenue		\$5,895,350	
Expenditures		Number	Salary/Cost
--- SALARIES ---			
10.131	Salaries - Teachers	27.00	\$55,000
10.132	Salaries - Substitute Teachers	2.00	\$18,000
10.161	Salaries - Teacher Aides and Paraprofessionals	0.00	\$0
10.100	Salaries - Other 1000-Instruction	23.00	\$6
	Total 10 (1000)-INSTRUCTION Salaries (100)		
21.141	Salaries - Attendance and Social Work Personnel	6.00	\$55,000
21.142	Salaries - Guidance Personnel	0.00	\$0
21.143	Salaries - Health Services Personnel	0.00	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0
21.152	Salaries - Secretarial and Clerical	2.00	\$30,000
21.100	Salaries - Other 2100-Student Support	0.00	\$0
	Total - STUDENT SUPPORT Salaries (100)		
22.145	Salaries - Media Personnel - Certified	0.00	\$0
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0
22.100	Salaries - Other 2200-Instructional Staff Support	3.00	\$51,500
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)		
24.121	Salaries - Principals and Assistants	2.00	\$95,000

24.152	Salaries - Secretarial and Clerical	2.00	\$30,000
24.100	Salaries - Other 2400-School Administration	5.00	\$7,800
	Total -SCHOOL ADMINISTRATION Salaries (100)		
26.100	Salaries - Operation & Maintenance of Facilities	0.00	\$0
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)		
31.100	Salaries - Food Services	0.00	\$0
	Total -FOOD SERVICES Salaries (100)		
	TOTAL - ALL SALARIES (100)		
--- BENEFITS ---			
10.210	Retirement - Instruction	5%	\$1,521,138
21.210	Retirement - Student Support	5%	\$390,000
22.210	Retirement - Instructional Staff Support	5%	\$154,500
24.210	Retirement - School Administration	5%	\$289,000
26.210	Retirement - Operation & Main of Facilities	0%	\$0
31.210	Retirement - Food Services	0%	\$0
	Total - All Retirement		
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$1,521,138
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$390,000
24.220	Social Security/FICA/Unemployment/Workers Comp -School Adminis	10%	\$289,000
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & M	10%	\$0
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$0
	Total - Social Security/FICA/Unemployment/Workers Comp		
10.240	Insurance (Health/Dental/Life) - Instruction	3%	\$1,521,138
21.240	Insurance (Health/Dental/Life) - Student Support	3%	\$390,000
24.240	Insurance (Health/Dental/Life) - School Administration	3%	\$289,000
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	0%	\$0
31.240	Insurance (Health/Dental/Life) - Food Services	0%	\$0
	Total- All Insurance(Health/Dental/Life)		
10.200	Other Benefits (<i>specify</i>) - Instruction	0%	\$1,521,138
21.200	Other Benefits (<i>specify</i>) - Student Support	0%	\$390,000
24.200	Other Benefits (<i>specify</i>) - School Administration	0%	\$289,000
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	0%	\$0
31.200	Other Benefits (<i>specify</i>) - Food Services	0%	\$0
	Total - All Other Insurance		
	TOTAL ALL BENEFITS (200)		
--- PURCHASED PROFESSIONAL & TECHNICAL SER			
10.300	Purchased Prof & Tech Services - Instruction		
21.300	Purchased Prof & Tech Services - Student Support		
22.300	Purchased Prof & Tech Services - Instructional Staff Support		
24.300	Purchased Prof & Tech Services - School Administration		
24.349	Purchased Prof & Tech Services - Purchased Legal Services		
31.300	Purchased Prof & Tech Services - Food Services		
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)		
--- PURCHASED PROPERTY SERVICES ---			
26.400	Purchased Property Services		

26.441	Rental of Land & Buildings		
26.450	Construction and Remodeling		
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)		
--- OTHER PURCHASED SERVICES ---			
27.510	Student Transportation services		
24.520	Insurance (other than employee benefits - e.g. D&O)		
45.521	Property Insurance		
45.522	Liability Insurance		
10.530	Communication (telephone and other)		
21.530	Communication (telephone and other)		
24.530	Communication (telephone and other)		
26.530	Communication (telephone and other)		
24.540	Advertising		
10.550	Printing and Binding		
21.518	Student Day Travel/Field Trips		
24.550	Printing and Binding		
10.560	Tuition		
21.570	Food Service Management		
21.580	Travel/Per Diem		
24.580	Travel/Per Diem		
26.580	Travel/Per Diem		
10.590	Inter-educational, Interagency Purchased Services		
	TOTAL - OTHER PURCHASED SERVICES (500)		
--- SUPPLIES ---			
10.600	Instructional Supplies	800	\$630
10.641	Textbooks	800	\$150
21.600	Supplies - Student Support Services	0	\$0
22.644	Library Books	0	\$0
22.650	Periodicals	0	\$0
24.600	Supplies - School Administration	2	\$3,000
26.600	Supplies - Operation & Maintenance of Facilities	0	\$0
31.600	Supplies - Food Service	0	\$0
31.630	Food - Food Service		
	TOTAL - ALL SUPPLIES (600)		
--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction		
21.700	Property - Student Support Services		
24.700	Property - School Administration		
26.700	Property - Operation & Maintenance of Facilities		
31.700	Property - Food Services		
31.780	Depreciation - Kitchen Equipment Depreciation	\$ -	7
49.710	Land and Improvements		
49.720	Buildings		
27.732	School Buses		
10.733	Furniture and Fixtures - Instruction		

24.733	Furniture and Fixtures - School Administration	
21.733	Furniture and Fixtures - Student Support Services	
10.734	Technology Equipment - Instruction	
24.734	Technology Equipment - School Administration	
21.734	Technology Equipment - Student Support Services	
27.735	Non-Bus Vehicles	
10.739	Other Equipment - Instruction	
21.739	Other Equipment - Student Support Services	
24.739	Other Equipment - School Administration	
TOTAL - ALL PROPERTY (700)		
--- OTHER OBJECTS ---		
10.800	Other Objects- Instruction	
21.800	Other Objects- Student Support	
24.800	Other Objects- School Administration	
26.800	Other Objects - Operation & Maintenance of Facilities	
31.800	Other Objects - Food Services	
45.800	Other Objects - Building Acquisition	
	Total - All Other Objects	
10.810	Dues and Fees - Instruction	
21.810	Dues and Fees - Student Support	
24.810	Dues and Fees -School Administration	
26.810	Dues and Fees - Operation & Maintenance of Facilities	
	Total - All Dues and Fees	
TOTAL - OTHER OBJECTS (800)		
Total Building Acquisition & Instruction (4500)		
45.830	Interest	
45.840	Redemption of Principal	
Total other financing sources (uses) and other items		

1000	Total Local	
3000	Total State	
4000	Total Federal	
TOTAL REVENUES		
100	Salaries	
200	Employee Benefits	
300	Purchased Professional and Technical Services	
400	Purchased Property Services	
500	Other Purchased Services	
600	Supplies	
700	Property	
800	Other Objects	
TOTAL EXPENDITURES		
Excess or Deficiency of Revenues over Expenditures		
Other Sources of Funding (5000)		
Net Asset Balance (Fund Balance)		

Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)		
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)		

FY 2005-2006

it	Breakeven Enrollment	
	400	
	K-6	
\$0		\$0
	\$127	
	\$0	
	\$127	
5,619,944.95	\$	2,809,972.48
	\$50,000	
	\$2,859,972	
\$0		\$0
	\$0	
	\$58,240	
	\$54,336	
	\$112,576	
	\$0	
	\$0	
	\$0	
	\$0	
	\$0	
	\$0	
	\$0	
	\$2,972,675	

Total	Number	Salary/Cost	Total
\$1,485,000	18.00	\$55,000	\$990,000
\$36,000	2.00	\$18,000	\$36,000
\$0	0.00	\$0	\$0
\$138	18.00	\$6	\$108
\$1,521,138			\$1,026,108
\$330,000	5.00	\$55,000	\$275,000
\$0	0.00	\$0	\$0
\$0	0.00	\$0	\$0
\$0	0.00	\$0	\$0
\$60,000	2.00	\$30,000	\$60,000
\$0	0.00	\$0	\$0
\$390,000			\$335,000
\$0	0.00	\$0	\$0
\$0	0.00	\$0	\$0
\$154,500	2.00	\$51,500	\$103,000
\$154,500			\$103,000
\$190,000	2.00	\$95,000	\$190,000

\$60,000	2.00	\$30,000	\$60,000
\$39,000	4.00	\$7,800	\$31,200
\$289,000			\$281,200
\$0	0.00	\$0	\$0
\$0			\$0
\$0	0.00	\$0	\$0
\$0			\$0
\$2,354,638			\$1,745,308

\$76,057	5%	\$1,026,108	\$51,305
\$19,500	5%	\$335,000	\$16,750
\$7,725	5%	\$103,000	\$5,150
\$14,450	5%	\$281,200	\$14,060
\$0	0%	\$0	\$0
\$0	0%	\$0	\$0
\$117,732			\$87,265
\$152,114	10%	\$1,026,108	\$102,611
\$39,000	10%	\$335,000	\$33,500
\$28,900	10%	\$281,200	\$28,120
\$0	10%	\$0	\$0
\$0	10%	\$0	\$0
\$220,014			\$164,231
\$38,028	3%	\$1,026,108	\$25,653
\$9,750	3%	\$335,000	\$8,375
\$7,225	3%	\$281,200	\$7,030
\$0	0%	\$0	\$0
\$0	0%	\$0	\$0
\$55,003			\$41,058
\$0	0%	\$1,026,108	\$0
\$0	0%	\$335,000	\$0
\$0	0%	\$281,200	\$0
\$0	0%	\$0	\$0
\$0	0%	\$0	\$0
\$0			\$0
\$392,749			\$292,554

VICES ---

\$7,500		\$7,500
\$0		\$0
\$0		\$0
\$8,000		\$4,000
\$23,000		\$23,000
\$0		\$0
\$38,500		\$34,500

\$0		\$0
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\$0			\$0
\$0			\$0
\$0			\$0

\$0			\$0
\$600			\$600
\$0			\$0
\$4,200			\$4,200
\$44,000			\$33,000
\$0			\$0
\$0			\$0
\$0			\$0
\$500			\$500
\$2,500			\$2,500
\$0			\$0
\$0			\$0
\$0			\$0
\$0			\$0
\$0			\$0
\$0			\$0
\$0			\$0
\$600,000			\$300,000
\$651,800			\$340,800

\$504,000	400	\$630	\$252,000
\$120,000	400	\$150	\$60,000
\$0			\$0
\$0			\$0
\$0			\$0
\$6,000			\$6,000
\$0			\$0
\$0			\$0
\$0			\$0
\$630,000			\$318,000

\$0			\$0
\$0			\$0
\$4,000			\$4,000
\$0			\$0
\$0			\$0
\$0	\$ -	7	\$0
\$0			\$0
\$0			\$0
\$0			\$0
\$0			\$0

\$1,000		\$1,000
\$0		\$0
\$192,000		\$96,000
\$2,800		\$2,800
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$199,800		\$103,800
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$0		\$0
\$3,377		\$3,377
\$74,333		\$74,333
\$77,710		\$77,710
\$253		\$127
\$5,669,945		\$2,859,972
\$225,152		\$112,576
\$5,895,350		\$2,972,675
\$2,354,638		\$1,745,308
\$392,749		\$292,554
\$38,500		\$34,500
\$0		\$0
\$651,800		\$318,000
\$630,000		\$318,000
\$199,800		\$103,800
\$77,710		\$77,710
\$4,345,197		\$2,889,872
\$1,550,153		\$82,803
\$0		\$0
\$1,550,153		\$82,803

26%			3%
26%			3%

loan amortization

\$300,000

0.0175

48

payment

1	(\$6,475.86)	300,000	-437.5	437.5	\$300,000.00	\$0.00
2		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
3		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
4		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
5		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
6		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
7		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
8		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
9		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
10		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
11		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
12		\$300,000.00	(\$437.50)	437.5	\$300,000.00	\$0.00
13		\$300,000.00	(\$6,475.86)	437.5	\$293,961.64	\$6,038.36
14		\$293,961.64	(\$6,475.86)	428.6940639	\$287,914.48	\$6,047.16
15		\$287,914.48	(\$6,475.86)	419.8752858	\$281,858.50	\$6,055.98
16		\$281,858.50	(\$6,475.86)	411.0436469	\$275,793.69	\$6,064.81
17		\$275,793.69	(\$6,475.86)	402.1991286	\$269,720.03	\$6,073.66
18		\$269,720.03	(\$6,475.86)	393.341712	\$263,637.52	\$6,082.51
19		\$263,637.52	(\$6,475.86)	384.4713784	\$257,546.13	\$6,091.38
20		\$257,546.13	(\$6,475.86)	375.5881089	\$251,445.86	\$6,100.27
21		\$251,445.86	(\$6,475.86)	366.6918846	\$245,336.70	\$6,109.16
22		\$245,336.70	(\$6,475.86)	357.7826866	\$239,218.63	\$6,118.07
23		\$239,218.63	(\$6,475.86)	348.8604961	\$233,091.63	\$6,127.00
24		\$233,091.63	(\$6,475.86)	339.925294	\$226,955.70	\$6,135.93
25		\$226,955.70	(\$6,475.86)	330.9770614	\$220,810.82	\$6,144.88
26		\$220,810.82	(\$6,475.86)	322.0157794	\$214,656.98	\$6,153.84
27		\$214,656.98	(\$6,475.86)	313.0414287	\$208,494.16	\$6,162.81
28		\$208,494.16	(\$6,475.86)	304.0539905	\$202,322.36	\$6,171.80
29		\$202,322.36	(\$6,475.86)	295.0534456	\$196,141.56	\$6,180.80
30		\$196,141.56	(\$6,475.86)	286.039775	\$189,951.74	\$6,189.82
31		\$189,951.74	(\$6,475.86)	277.0129593	\$183,752.90	\$6,198.84
32		\$183,752.90	(\$6,475.86)	267.9729796	\$177,545.02	\$6,207.88
33		\$177,545.02	(\$6,475.86)	258.9198166	\$171,328.08	\$6,216.94
34		\$171,328.08	(\$6,475.86)	249.853451	\$165,102.08	\$6,226.00
35		\$165,102.08	(\$6,475.86)	240.7738637	\$158,867.00	\$6,235.08
36		\$158,867.00	(\$6,475.86)	231.6810353	\$152,622.82	\$6,244.18
37		\$152,622.82	(\$6,475.86)	222.5749465	\$146,369.54	\$6,253.28
38		\$146,369.54	(\$6,475.86)	213.455578	\$140,107.14	\$6,262.40
39		\$140,107.14	(\$6,475.86)	204.3229104	\$133,835.61	\$6,271.53
40		\$133,835.61	(\$6,475.86)	195.1769244	\$127,554.93	\$6,280.68
41		\$127,554.93	(\$6,475.86)	186.0176004	\$121,265.09	\$6,289.84
42		\$121,265.09	(\$6,475.86)	176.8449191	\$114,966.08	\$6,299.01
43		\$114,966.08	(\$6,475.86)	167.658861	\$108,657.88	\$6,308.20

44	\$108,657.88	(\$6,475.86)	158.4594066	\$102,340.48	\$6,317.40
45	\$102,340.48	(\$6,475.86)	149.2465362	\$96,013.87	\$6,326.61
46	\$96,013.87	(\$6,475.86)	140.0202305	\$89,678.04	\$6,335.84
47	\$89,678.04	(\$6,475.86)	130.7804697	\$83,332.96	\$6,345.08
48	\$83,332.96	(\$6,475.86)	121.5272342	\$76,978.63	\$6,354.33
49	\$76,978.63	(\$6,475.86)	112.2605045	\$70,615.04	\$6,363.60
50	\$70,615.04	(\$6,475.86)	102.9802608	\$64,242.16	\$6,372.88
51	\$64,242.16	(\$6,475.86)	93.68648335	\$57,859.99	\$6,382.17
52	\$57,859.99	(\$6,475.86)	84.37915251	\$51,468.51	\$6,391.48
53	\$51,468.51	(\$6,475.86)	75.05824848	\$45,067.72	\$6,400.80
54	\$45,067.72	(\$6,475.86)	65.72375147	\$38,657.58	\$6,410.13
55	\$38,657.58	(\$6,475.86)	56.37564165	\$32,238.10	\$6,419.48
56	\$32,238.10	(\$6,475.86)	47.01389916	\$25,809.26	\$6,428.84
57	\$25,809.26	(\$6,475.86)	37.63850414	\$19,371.04	\$6,438.22
58	\$19,371.04	(\$6,475.86)	28.24943667	\$12,923.44	\$6,447.61
59	\$12,923.44	(\$6,475.86)	18.8466768	\$6,466.43	\$6,457.01
60	\$6,466.43	(\$6,475.86)	9.430204578	\$0.00	\$6,466.43