

1. Assurances Agreement

Print this sheet, complete and sign the spaces at the bottom, scan, and attach to the electronic application.

The following statements MUST BE READ and VOTED on in an OPEN and PUBLIC MEEING PRIOR TO SUBMISSION. The Board Chair of the eligible sponsoring school will sign as "The Applicant" on behalf of the entire governing board after a majority vote is taken and recorded in the minutes. Should the agreement be signed by someone other than the current Board Chair, the application package will be deemed Incomplete.

Name of Sponsoring School: American Leadership Academy

The Applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the satellite process or revocation after award. The governing board agrees to fully cooperate with audits and monitoring associated with the review of this application.

The Applicant acknowledges the entire Satellite Application must be received by the school district in which the new entity will be located prior to submission the State Charter School Board.

The Applicant acknowledges that all information presented in the application package, if approved, may become part of the charter and can be used for accountability purposes throughout the term of the charter.

The Applicant acknowledges that if approved to operate a satellite charter school, the Applicant must execute the charter amendment, specific to the satellite school, within six months of the date of approval of the satellite by the State Charter School Board.

The Applicant acknowledges that the charter school governing board is subject to all Utah statutes regarding charter schools as well as all relevant federal, state and local laws, and requirements, and should follow such.

The Applicant acknowledges that if receiving School LAND Trust funds, the school shall have a charter trust land council and satisfy all requirements for trust land councils consistent with R277-477.

The Applicant acknowledges that the governing board will submit any lease, lease-purchase agreement, or other contract or agreement relating to the new entities' school facilities or financing of the facilities to SCSB for review and advice prior to entering into the lease, agreement, or contract.

The Applicant acknowledges that a physical site for the new entity must be secured and under contract or appropriate permits obtained and ground breaking occurs no later than January 1 of the year the new entity is scheduled to open.

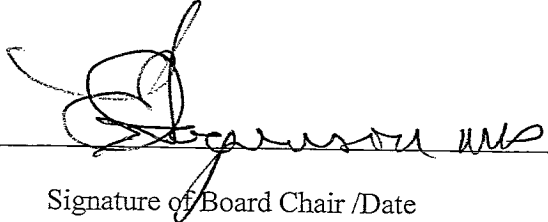
The Applicant certifies that no later than 15 days after securing a building site, the governing board shall notify the local school district of the exact school location.

The Applicant acknowledges that if approved to operate a satellite school, the Applicant must open within thirty-six months of approval, or forfeit approval.

Eric Hogenson MD

Name of Board Chair

(please print)


Eric Hogenson MD

Signature of Board Chair /Date

2. School Entities Information

Name of Sponsoring School American Leadership Academy

Name of Satellite School : American Leadership Academy, Provo

Purpose and Mission of the Satellite School: American Leadership Academy partners with families to provide comprehensive educational experiences, character development, through leadership and individualized student learning for college and career readiness.

Name of School Representative: Richard Morley

Contact information for School Representative: rmorley@americanleadership.net

Sponsoring School Location School District: 898 W 1100 S Spanish Fork, UT Nebo School District

Satellite School Location School District: Provo School District

Application was received by Keith Rittel, Superintendent Provo District and Shelly Shelton, Executive Assistant to Superintendent (see attached email)

Required Exhibits:

- List of individuals designated to receive founder status. Clearly indicate the percentage of students enrolled at the school for the past three years under founder preference.

Eric Hogenson, Krystin Morley, Jan Searle less than 1%

3. Governance Structure

In this section you will be providing information regarding the consistency in the governance structure between the sponsoring school and the satellite school. Answer the following question about the entity that will operate the satellite school by checking the appropriate box and completing any additional information requested.

Yes, the sponsoring school's Board will govern the new school.

Below, list the names and positions of all Board Members (officers, members, directors, partners) of the sponsoring school, and their positions. Also list any other current charters in which they act as a corporate principal or charter representative. Add rows as necessary.

Name	Position	Current Charter Affiliations
Eric Hogenson	President	American Leadership Academy
Krysten Morley	Vice President	American Leadership Academy
Mike Johnson	Member	American Leadership Academy
Brenda Peterson	Member	American Leadership Academy
Amber Rentchler	Member	American Leadership Academy
Cindy Lee	Parent Council President	American Leadership Academy

No, the sponsoring school's Board will not govern the new school.

- Provide a detailed description of the governance structure for satellite school, including appointed and elected members

Attach a clear, specific and concise response about the Governing Board's capacity to manage multiple campuses.

American Leadership Academy has a strong active board that has established a pattern of equitable, thoughtful, and consistent leadership. The ALA board is stable with little turnover and has guided the school through changing times while preserving its original vision. As a board they have grown the school from 1225 students to 1825 students and believe the future of ALA is strong and stable. The ALA board has the capacity, skills, and desire to oversee the growth and expansion of the ALA vision into an additional K-6 campus.

Required Exhibits:

- A copy of current Bylaws/Operating Agreement, as applicable.
- Minutes of the board of the sponsoring school authorizing application for Satellite.

4. Education Service Providers

Does the sponsoring school have a relationship with an ESP?

Yes (Complete Section A)

No (Skip Section A)

Section A: Education Service Providers

Yes, the contractual relationship the sponsoring school maintains with an ESP will continue with the satellite school.

What is the name of the ESP? [Click here to enter text.](#)

Required Exhibits:

· Copy of the service agreement as executed between the sponsoring school and the ESP.

No, the contractual relationship the sponsoring school maintains with an ESP will not continue with the satellite school.

5. Target Population and Enrollment

By checking this box, I understand and agree that the target population of the new school may be different from the target population of the sponsoring school, however those differences must be addressed in responses to the questions below.

By checking this box, I understand and agree that the enrollment policies of the new school must be consistent with state law and Board rule, and that enrollment of students cannot begin until the Satellite Application is approved.

Grades Requested for New School: K-6.

Projected Maximum Enrollment of New School:675.

Grades and Specific Number of Students Served by Grade														Max Enrollment
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 2021-2022	100	100	75	75	75	75	75							
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 22-23	100	100	100	100	75	75	75							
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 2023-2024	100	100	100	100	100	100	75							

New School Calendar Type: Alternative

If Alternative, describe in ten words or less: Four Day School Week, Monday-Thursday

Instructional Days: Mon-Thur.

Target Start Date: August 16, 2021.

Attach a clear, specific and concise response about the proposed target population. The expected page length for all five questions is no more than two pages.

5-1. Describe the population of the sponsoring school that includes a demographic profile listing the percentage of minority students, the percentage of students with disabilities qualifying for special education services, the percentage of economically disadvantaged students, the percentage of English Learners, academic performance of students entering the school, and distance travelled by current students.

American Leadership Academy has a student population of 1825 students with 70% Caucasian, 24% Hispanic, 2% Mixed Race and 2% Black with 1% Asian. Low income students are 41% of our population, with 16% of it's students with disabilities, and 8% English Language Learners. Currently American Leadership Academy serves students from Genola to Lehi Utah. We do not provide bussing services.

	Percent of Students Proficient	Percent of Students Proficient	Percent of Students Proficient	Percent of Students Proficient	Percent of Students Proficient	Percent of Students Proficient	State Results
ALA K-12	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19
ELA	35%	36%	42%	41%	43%	46.3%	46.9%
Math	36%	38%	41%	41%	44%	46.4%	44.5%
Science	35%	33%	35%	37%	49%	45.3%	47.1%

5-2. Compare the description in 5-1 to the local school district of the sponsoring school.

The local school district for American Leadership Academy is Nebo School District. According to Data Gateway, Nebo District has 32,850 students with 84% Caucasian, 12% Hispanic, 2% Mixed Race, 1% Black/African American and 1% Pacific Islander. Nebo District has 21% economically disadvantaged students, 15% of students with disabilities, and 4% ELL.

Nebo School District	2014	2015	2016	2017	2018
Language Arts	42.8%	45.8%	45.1%	43.9%	43.3%
Mathematics	36.8%	43.7%	45.7%	45.8%	44.6%
Science	44.4%	46.7%	47.7%	45.7%	44.9

5-3. Describe the intended target population of the satellite school, demonstrating a clear understanding of the students the school intends to serve including the percentage of students with disabilities qualifying for special education services, the percentage of economically disadvantaged students, the percentage of English Learners, whether the students will be primarily neighborhood or commuter, and current levels of academic performance.

American Leadership Academy anticipates that the satellite school will have a similar target population to its current population. We are currently considering the area of South East Provo which is in the Provo School District. Based on current demographic data and trends, we are

planning on 40% of students identified as low income, 15% of students identified as being students with disabilities, and 10% of students identified as ELL. We anticipate students will use transportation such as carpool or single car drop off. We will not be providing bussing services. As American Leadership Academy's current population is similar to Provo District population, we anticipate very little variation from the demographic profiles and academic performance.

5-4. Compare the description in 5-3 to the local school district of the satellite school, if different than 5-2.

Provo District currently has over 16,000 students with a demographic of 67% Caucasian, 24% Hispanic, 3% Pacifica Islander and 3% Multi-racial, 2% Asian, 1% Black/African American and 1% American Indian. Economically disadvantaged students make up 41% of the population, 11% are students with disabilities, and 12% are ELL. 2018 SAGE results showed that Provo District scored 50% proficient in Language Arts, 50% in Math, and 53% in Science.

5-4. Describe the market analysis that supports the successful enrollment of the projected student count from the target population. Include what makes this school unique or needed.

According to Utah County population data, Utah County has had a 24% increase of school age children from 2010 to 2018. There are currently 13 elementary schools within a 5 mile radius of the location being considered with a total of 8140 students.

American Leadership Academy offers an established Dual Immersion program for grades K-6. Our emphasis on leadership permeates all grade levels and subjects from organized leadership classes to leadership incorporated into lesson plans. We have a track record of creating individualized plans for each student. Using data such as Acadience and NWEA to identify individual student needs, create plans specific to the student, and identify resources to improve student outcomes.

American Leadership Academy emphasizes a focus on servant leadership style which is demonstrated in each classroom. This is apparent in the effort each teacher puts forth to care for the needs of each student.

5-5. Describe the intended enrollment practices, processes, and policies of the new school.

All enrollment practices, processes, and policies will follow the current American Leadership Academy Spanish Fork enrollment practices, processes, and policies.

Enrollment Policy

PURPOSE:

American Leadership Academy has been granted by the State Charter School Board a fixed number intended for student enrollment. There are times students exceeding the allotted number

desire to enroll. These students must be placed on a waiting list. American Leadership Academy desires this process to be fair and reasonable.

POLICY PROCEDURES:

It is anticipated that the following be implemented to accommodate a fair and reasonable application process:

1. Information about American Leadership Academy may be distributed to the community in January. This will provide information and about American Leadership Academy; such as the opening application date, and how to apply for admission.
 2. Applications will be accepted until the third Friday in February for those seeking admission for the following year.
 3. A written notification to the student's parent or legal guardian of an offer of acceptance or rejection of the application must be sent by March 31.
 4. Student's parent/s must submit a written offer of acceptance by April 30. This does not guarantee approval; if American Leadership Academy reaches its allotted state enrollment number, the student must be placed on the lottery waiting list.
 5. Those students who have been enrolled at American Leadership Academy and desire to return the following year must sign a declaration of intent to enroll for the following year.
 6. Upon enrollment American Leadership Academy will immediately send a request for records to student's previous school.
 7. The waitlist number assigned to those on the waiting list will be by lottery. The lottery is a result of a random selection process. The students for the lottery will be taken from the enrollment application which was submitted.
 8. When a vacancy occurs because a student has withdrawn, American Leadership Academy may immediately enroll a new student from its list of Lottery applicants.
- 5-6. Describe the enrollment timeframe that will be implemented by the new school, to be shared with the public.

Applications for new enrollment will begin in January of 2021 and will follow the same processes currently in place for American Leadership Academy Spanish Fork.

6. Facility Acquisition for New School

Attach the following information regarding the proposed location of the new school.

6-1. Identify the proposed municipality of the new school.

The proposed school will be located in Provo.

6-2. Attach renderings or describe the facility size and layout suitable for implementing the Educational Plan. (See Attached 6-2a,b,c)

The facility will ideally have 24 classrooms allowing for 4 classes per grade with two special-education rooms, two breakout rooms, A music room, a computer lab, an outdoor playground, and a cafeteria/gym space.

6-3. Describe the timeline for acquiring a suitable facility by the start date identified in Section 5.

American Leadership Academy has been planning expansion to the north for several years, and recently the school was contacted and made aware that Treeside Academy will be vacating their current location at the end of 2020-2021 school year.

7. Educational Plan

Attach a clear, specific, and concise response regarding the Educational Plan. The expected page length for all questions is approximately two pages.

By checking this box, I understand and agree that the Educational Plan of the new school must be consistent with and fully aligned to the Utah Core standards. Please describe deviations in the narrative, if applicable.

7-1. Provide a description of philosophical approach to improving pupil achievement which will be used at the satellite school? Is this the same as the sponsoring school?

American Leadership Academy is fiercely dedicated to the constant and consistent improvement of student achievement. NWEA benchmark testing was implemented in order to provide detailed and categorized feedback to students and parents three times a year. Four years ago, standards based grading was also implemented so that students and parents were better able to understand what specific concepts were being learned and what concepts still needed practice. Every year since standards based grading has been implemented, ALA state test scores have risen. Immediate feedback, more specific feedback, and high expectations are all part of the approach ALA has implemented to continue to increase student achievement levels. This approach will be implemented in the satellite school.

7-2. Describe the program of instruction to be used at the satellite school, including methods of instruction and curriculum for the core academic content areas, which supports this philosophy and aligns to Utah Core Standards. Is this the program of instruction used at the sponsoring school? If not, explain the differences.

American Leadership Academy has developed, over the past 15 years, a series of systems, procedures, and policies, that have undeniably contributed to the success of thousands of students and impacted their lives. ALA's dedicated teachers and administration have worked to analyze teaching practices and strategies that have been proven effective with students of varying demographics and backgrounds. In addition to research based, proven strategies, ALA has been innovative in its efforts to reach all students regardless of their skill level and to ensure all students find success through growth.

American Leadership Academy's students have become increasingly successful in the area of Language Arts. (Please note the charts below.)

Elem.	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19
ELA	34%	38%	45%	50%	49%	55.5%	46%

Since 2014 American Leadership Academy elementary has worked towards and achieved and 18% growth in student proficiency for language arts. Leadership changes were made and a strong focus was placed on Elementary Language Arts due to only 34% of our students being proficient. Administration, along with the elementary teaching staff began the lengthy process of comparing the Language Arts curriculum with the Utah state common core standards to see what standards were covered in the curriculum and to what extent they were covered, and also what standards were not covered at all. It was determined that there was too much time being wasted on non-standard content and not enough time being spent on state standard content. Instead of purchasing an expensive curriculum that could potentially deliver the same result, it was decided that the elementary would use a custom design, using pieces of curriculum the school already had, in order to drill down on LA state standards. The time in each school day would be dedicated solely to standards. The teachers were given autonomy in regard to how the standards were taught, but all would use common assessments to see which method yielded the most success per student. This method was used for 4 years. During this time period, administrators were consistently reviewing various LA curricula in order to determine what programs were highly rated, ordering sample packages, and having teachers complete intense curriculum reviews. At the end of the 4th year, a new curriculum was chosen, Core Knowledge Language Arts. We are now in the initial year of implementation and feel as if the program adheres closely to the Utah State Core Standards and that our teachers are well versed in the standards. Enough so that they are able to recognize the areas of the program that are strong and do not need to be supplemented, and the areas that are weak and do need additional support.

In addition to our Language Arts success, American Leadership has also been very successful in the area of Science curriculum choice and implementation. As recent as three years ago, our state science scores

were not where we wanted them to be. After much research and discussion with our teachers, a science curriculum was chosen, Amplify Science. This program provided students with many more hands on activities, online resources, and visual simulations. A small team of teachers were chosen to research the curriculum in order to choose specific modules that directly support the standards. The first year of implementation showed a dramatic increase. The student scores went from 39% proficient to 52% proficient, the following year. Last school year yielded even more impressive results with 62% of our students showing scores of proficient or highly proficient in Science.

Elementary

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Science	34%	37%	41%	39%	52%	62.7%

Both of the examples above show how the specific systems, teaching practices, policies, and procedures that were focused on, led to the majority of our students becoming proficient and highly proficient in regard to state wide testing. As many schools, both charter and public schools, continued to stay stagnant or even fall further behind, ALA progressively and aggressively continued to excel. Focusing on standards, researching curriculum rigorously, and implementing curriculum with fidelity, have all been integral in ALA's ability to progress and will be used for the satellite school.

In addition to the curriculum (which has already been chosen), and the implementation process, ALA has found further success through standards based grading with an emphasis on competency. Four years ago, the elementary adopted standards based grading by implementing Mastery Connect. This program was specifically designed to place an emphasis on the student's ability to show mastery of each standard and also to provide immediate feedback for both the student and the teacher. Through training, the teachers began the shift of focusing not on the points and percentages, but on the actual learning. After four years of standards based grading and competency learning, our students are now asking questions like, "What standard do I still need to practice?" and "What is our learning target today?" rather than, "How do I get an A?". The students realize and understand that the grade is not the most important factor. The learning is what is the most important part of education.

With standards based grading, highly rated curriculum, and online resources, ALA teachers and staff hold high expectations for all students, not simply the gifted and talented demographic. By holding firm to the belief that all students can and will learn, we continue to provide quality learning experiences for students of all levels. One of our strategies that has proven great results is our ability to pin-point student's strengths and weaknesses. ALA teachers are trained to become experts at creating individualized education plans for all students by recognizing that all students learn differently and that pacing will vary, but with a solid understanding of the blended learning model and the benefits that come to the students, all ALA students continue to progress and excel.

Lastly, ALA has developed a system for assessing students and providing quick feedback. We have invested in the NWEA nationally normed benchmark test for grades 3-6. This test provides invaluable information in regard to how students are learning, strengths and weaknesses, the rate at which students are able to perform, and each student's path to be on track for success beyond high school. Along with these benchmark tests, MasteryConnect has been implemented to formatively track student mastery of

standards on a continual basis. This program provides students with immediate feedback and promotes self-directed learning. It also serves as a tool for teachers to access when forming response to intervention groups.

7-3. Describe how the satellite school will provide, as required by state and federal law, special education and related services. Is this the same process used at the sponsoring school? If not, explain the differences.

American Leadership Academy will follow the same special education policy manual currently approved by the USBE for the Spanish Fork Campus. Special education services include, but are not limited to academic services, related services such as speech therapy, OT, and emotional/behavioral, etc. Services are provided by certified teachers, related service providers, and paraprofessionals. State and federal laws are strictly adhered to in regard to all matters related to special education, related services, and compliance.

7-4. If the satellite school intends to serve a high school population, identify the graduation requirements for the school that will meet State requirements. Describe the process and criteria for awarding course credit. Are these the same requirements, processes, and criteria as the sponsoring school? If not, explain the differences.

The satellite school will not serve a high school population.

7-5. List the *Contractual Agreement Goals* of the sponsoring school and describe the school's performance against the goals. Include goals identified in the Charter Fidelity Monitoring Report (if charter agreement signed prior to June 2016) or Exhibit A (if charter agreement was signed in June 2016 or later). If the school is not meeting all of its goals, describe the governing board's corrective action plan.

Goal	Specific Objective (Summarized)	Measurement Criteria (Summarized)	Goal Accomplished Yes/No
Improve student learning	Students will progress to a proficiency level in all core subjects with the help of parental involvement	Various assessments were adopted and results were weighed against CRT scores	Yes, however benchmark tests and state benchmarks have changed dramatically along with student expectations
Disciplined attendance	Students will be on time and avoid excessive or unexcused absences	100% of students will maintain 90% or better attendance rate	No, however attendance has, as of school year 2019/2020, taken a positive turn based on various strategies and procedures recently

			implemented
All teachers are certified to state standards	All teachers will secure and maintain Utah educator licenses appropriate to their licenses	100% of teachers will have a current Utah license or be in the process of obtaining a comparable license (ARL).	Yes
Faculty, parents, and community are united in education goals	Open communication and an overall understanding of methods, goals, and policies	All parents will receive frequent communication from the school regarding all happenings - 100% of parents will attend P/T conferences	Yes and No The school has maintained consistent and regular communication with the parent base - we have not yet reached 100% of parents attending P/T conferences
American Leadership Academy is a safe school	All students know emergency plan and exit routes - All students are counseled on behavior and bullying	100% of students will participate in emergency drills and be lectured on how to deal with problems	Yes
Faculty is trained and able to implement and track curriculum and state standards	Faculty will be trained in all curriculum and also align curriculum to state standards	100% of faculty will be trained and the director will ensure solidarity with state standards	Yes

Required Exhibit:

· Menu of course offerings including course titles and brief descriptions (for schools offering grades 9-12 only).

- RDA scoring letters and EPR letters.
- Executive summaries from UPIPS review for the past three years, if applicable.

8. Employee Plan

- X By checking this box, I understand and agree that the employee policies of the new school should be consistent with state and federal laws, including, but not limited to, background check requirements, qualifications for positions, employee evaluation requirements, and the handling of employing relatives.

8-1. Provide summary descriptions of administration, teachers, and other staff to be hired at the new school.

Administration: Principal, Executive Assistant, Office Secretary, Attendance Secretary

Faculty: 24 Teachers, 2 Special Ed Teacher

Staff: 15 Para professionals, IT employee, Librarian, 3 Lunch workers, Maintenance employee, Janitorial employee

Professional Services: OT, Speech, Psychologist

The following Central employees will be provided by the sponsoring school:

Executive Director, Business Administrator, Human Resource, Registrar, SIS administrator, Federal Programs Administrator, Facility Administrator.

The following Central employees will be provided by the sponsoring school:

Executive Director, Business Administrator, Human Resource, Registrar, SIS administrator, Federal Programs Administrator, Facility Administrator.

9. Business Plan

The **Financial Performance Standard** gauges both near-term financial health and longer term financial sustainability. An existing entity that Does Not the Measures on the CSAF financial performance expectations does not meet the SCSB's expectations and must submit additional information as part of its application.

Answer the following questions regarding the financial performance of the sponsoring school by checking the appropriate box and completing any additional information requested.

Does the financial performance of the sponsoring school meet the SCSB's financial performance expectations?

Yes (Skip Section B)

No (Complete Section B)

Section B: Business Plan for Satellite

Attach a clear, specific, and concise response regarding budgets and finances.

Required Attachments:

- **Financial Performance Information:** Address each Financial Performance Metric measure where the existing entity is not meeting the measure (see page 4 of the Overview).
- **Start-Up Budget:** Provide a budget to cover expenses projected to occur during the start-up period (Until August 1 of the year the school opens). (See Attached 9b-1)
- **Three Year Operational Budget:** Provide a budget to cover expenses projected to occur during the first three years of operation. (See Attached 9b-2)
- **Assumptions:** For each budget, provide a separate document describing assumptions for each line item, to include disaggregated costs, and basis for determining for those costs. Demonstrate through the assumptions that the amounts listed are viable and adequate for the start-up period and first three years of operation. (See Attached 9b-3)

Note: Templates for the Budgets are provided as separate Excel files.

10. Startup and Implementation Grant Application

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, including satellite and replication campuses. A replication or satellite school is authorized to receive a minimum of \$137,500 and maximum of \$200,000, based on enrollment (see table) and eligible funds, distributed over three years. Funding is based on projected and actual enrollment and paid out in two payments of 50% at the start of the year and again at mid-year.

The Startup and Implementation Grant is based on UCA §53A-1a-513.5 and USBE Rule R277-470-5.

	Base for up to 200 students	Pupil Unit for students 201-599	Maximum Allocation for 600+ students
Startup	\$75,000	Enrollment x \$85	\$100,000
Implementation 1	\$50,000	Enrollment x \$42.50	\$75,000
Implementation 2	\$12,500	Enrollment x \$42.50	\$25,000
TOTAL	\$137,500		\$200,000

Complete the Startup and Implementation section if the school wishes to be considered for Startup and Implementation funds. Do not include this section with the application if the school does not wish to be eligible for these grant funds.

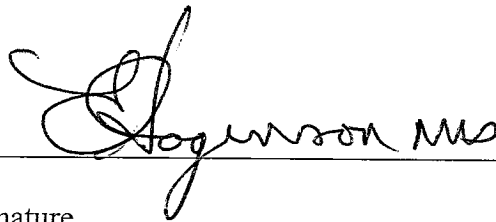
Grant Assurances

Grant funds may only be used for the following:

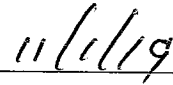
- *Post-award planning and design of the educational program;*
- *Research-based professional learning activities for teachers, staff, and board;*
- *Informing the community about the school;*
- *Acquiring necessary equipment and educational materials and supplies;*
- *Acquiring, developing or aligning 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; 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 membership count.
 - No funding level is guaranteed.
 - If the school's October 1 enrollment falls below the projected enrollment, then the school may lose all or part of the 50% of remaining allocated funds depending on actual enrollment numbers.
- 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.
- 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.



Board Chair Signature



Date

Budget - List total dollar amount and details of items to be purchased by category.

As long as 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)				

Benefits (200)				
P & T Services (300)				
Property Services (400)				\$
Other Services (500)				\$
Travel (580)				\$

Supplies and Materials (600)	\$75,000	\$50,000	\$12,500	\$137,500
	Classroom materials, desks, chairs, curriculum	Laptops, curriculum	Technology	
Property (700)				\$
Total	\$75,000	\$50,000	\$12,500	\$137,500

6-29

- 1. 1" = 1/8" SCALE - ALL DIMENSIONS
- 2. 1" = 1/8" SCALE - ALL DIMENSIONS
- 3. 1" = 1/8" SCALE - ALL DIMENSIONS

MAIN LEVEL FLOOR PLAN

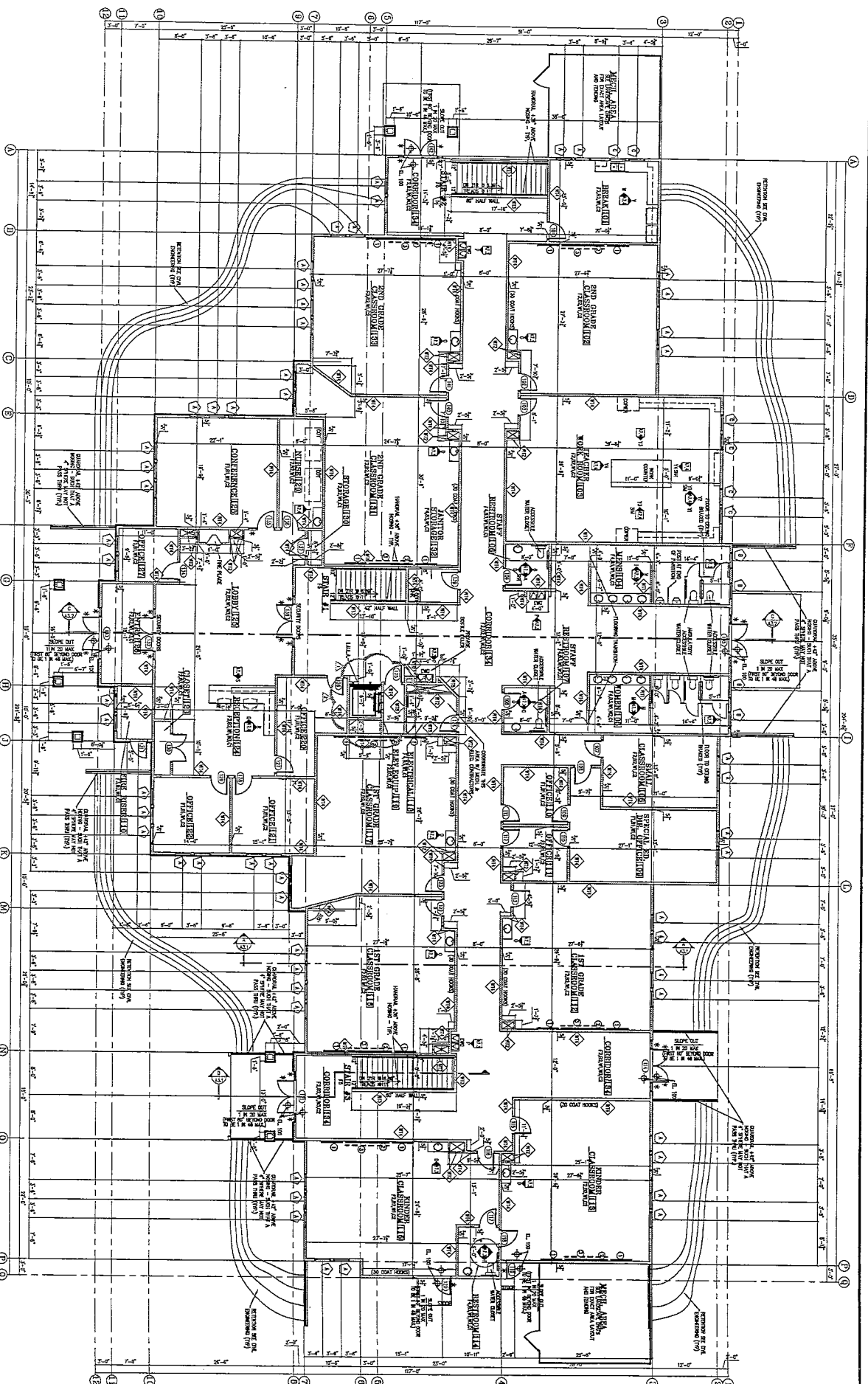
4. 1" = 1/8" SCALE - ALL DIMENSIONS

5. 1" = 1/8" SCALE - ALL DIMENSIONS

NO.	REVISION	DATE
1	ISSUED FOR PERMIT	2/20/17
2	REVISED PER COMMENTS	2/20/17
3	REVISED PER COMMENTS	2/20/17
4	REVISED PER COMMENTS	2/20/17
5	REVISED PER COMMENTS	2/20/17
6	REVISED PER COMMENTS	2/20/17
7	REVISED PER COMMENTS	2/20/17
8	REVISED PER COMMENTS	2/20/17
9	REVISED PER COMMENTS	2/20/17
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PRELIMINARY - NOT FOR CONSTRUCTION



6-2-b

PLT DATE: 21/09/17 G:\CAD\F\H313\Chairs_Schools\FP\WORKING\PLT_A10-PLP.dwg

- 1. 1" = 1/8" GRADE FINISH - 1" CHANG
- 2. 1" = 1/8" GRADE FINISH - 1" CHANG
- 3. 1" = 1/8" GRADE FINISH - 1" CHANG
- 4. 1" = 1/8" GRADE FINISH - 1" CHANG

LOWER LEVEL FLOOR PLAN

1/2" = 1"

1/2" = 1"

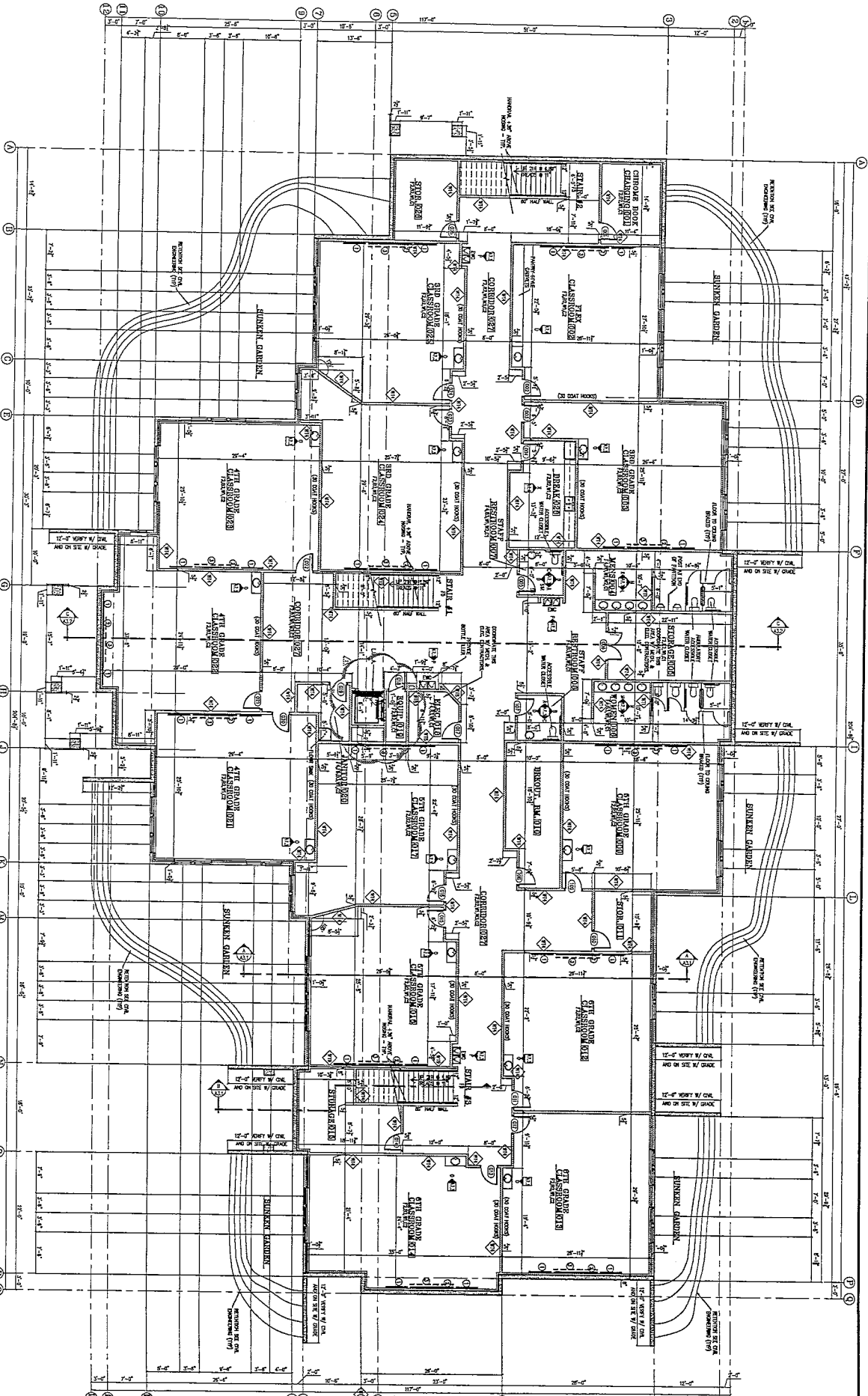
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1/2" = 1"

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PRELIMINARY - NOT FOR CONSTRUCTION



6-29

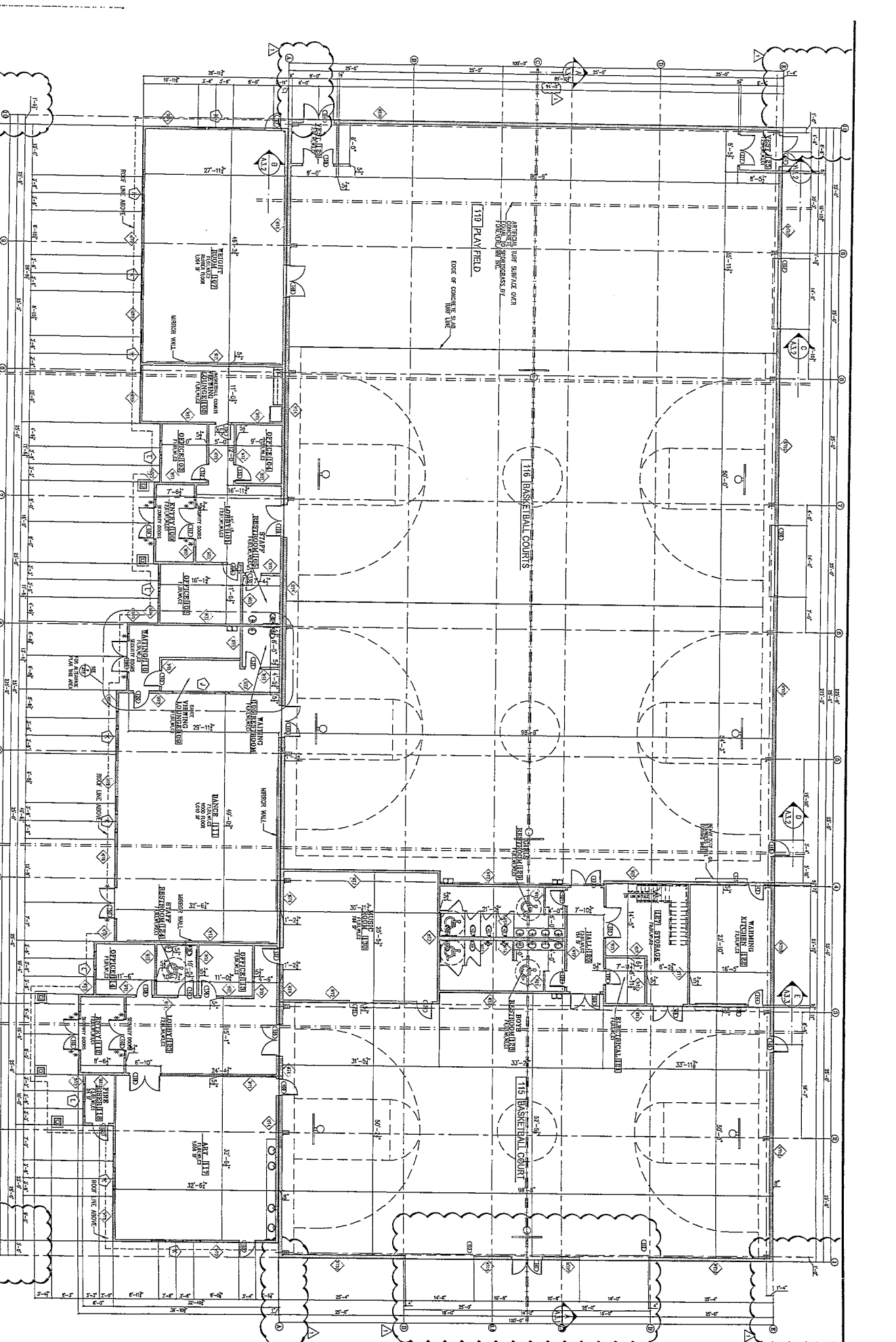
MAIN LEVEL FLOOR PLAN

SCALE 3/8" = 1'-0"
DATE 12/15/55
CLASS, MECHANICAL ENGINEER
TOWN OF BOSTON

240 SW INSIDE INCLINED OVERHALL
6917'S
20417'S

119 PLAYFIELD
116 BASKETBALL COURTS
115 BASKETBALL COURT

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9b-1

American Leadership Academy Start up Budget until August 1, 2021		
	Description	Budget
Salaries and wages		
	Principal	\$ 61,250.00
	Secretary	\$ 9,375.00
Marketing Cost		
	Radio Ads	\$ 10,000.00
	Direct Mailers	\$ 7,500.00
	School Branding	\$ 4,500.00
Utility Cost		
	2 mo. City Utilities	\$ 10,000.00
	Phone	\$ 20,000.00
Supplies		
	Paper / Mail	\$ 500.00
	Copies	\$ 1,500.00
Professional and technical Services		
	IT services	\$ 15,000.00
	School Website	\$ 7,500.00
Total Cost		
	Total	\$ 147,125.00

SATELLITE

AMERICAN LEADERSHIP ACADEMY

Description

EXPENDITURES

Salaries & Wages

	BUDGET FIRST YEAR	BUDGET SECOND YEAR	BUDGET THIRD YEAR
Administration	\$ 80,000.00	\$ 85,000.00	\$ 90,000.00
Licensed Instructional	\$ 1,000,000.00	\$ 1,200,000.00	\$ 1,350,000.00
Office	\$ 30,000.00	\$ 32,000.00	\$ 33,000.00
Para-Professional	\$ 200,000.00	\$ 220,000.00	\$ 240,000.00
Operation/Maintenance	\$ 50,000.00	\$ 52,000.00	\$ 54,000.00
Computer/Tech	\$ 25,000.00	\$ 26,000.00	\$ 27,000.00
Other	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
Food Service	\$ 20,000.00	\$ 21,000.00	\$ 22,000.00
Central Services	\$ 50,000.00	\$ 55,000.00	\$ 58,000.00
TOTAL SALARIES/WAGES	\$ 1,480,000.00	\$ 1,716,000.00	\$ 1,899,000.00

Employee Benefits

Social Security & Medicare	\$ 115,000.00	\$ 131,000.00	\$ 145,000.00
Retirement	\$ 210,000.00	\$ 230,000.00	\$ 250,000.00
Medical Benefits	\$ 180,000.00	\$ 180,000.00	\$ 180,000.00
TOTAL BENEFITS	\$ 505,000.00	\$ 541,000.00	\$ 575,000.00

Professional Services

Educational Services	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Employee Training	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Other Contracted Services	\$ 125,000.00	\$ 125,000.00	\$ 125,000.00
Technical Services	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
TOTAL PROFESSIONAL SERVICES	\$ 145,000.00	\$ 145,000.00	\$ 145,000.00

Property Services

Disposal	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Cleaning	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00
Repair	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00
Building rental	\$ 780,000.00	\$ 790,000.00	\$ 800,000.00
TOTAL PROPERTY SERVICES	\$ 865,000.00	\$ 875,000.00	\$ 885,000.00

Other Purchased Services

Student Transportation	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
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Insurance	\$	15,000.00	\$	15,000.00	\$	15,000.00
Communication	\$	5,000.00	\$	5,000.00	\$	5,000.00
Advertising	\$	5,000.00	\$	5,000.00	\$	5,000.00
Copy & Print Service	\$	7,500.00	\$	7,500.00	\$	7,500.00
TOTAL OTHER PURCHASED SERVICES	\$	35,500.00	\$	35,500.00	\$	35,500.00
Supplies & Materials						
Educational	\$	150,000.00	\$	75,000.00	\$	50,000.00
Student Support	\$	10,000.00	\$	10,000.00	\$	10,000.00
Staff Support	\$	20,000.00	\$	20,000.00	\$	20,000.00
Facilities	\$	100,000.00	\$	100,000.00	\$	100,000.00
Utilities	\$	50,000.00	\$	50,000.00	\$	50,000.00
TOTAL SUPPLIES & MATERIALS	\$	330,000.00	\$	255,000.00	\$	230,000.00
Equipment						
Equipment Educational	\$	50,000.00	\$	50,000.00	\$	50,000.00
Other Equipment	\$	30,000.00	\$	30,000.00	\$	30,000.00
TOTAL EQUIPMENT	\$	80,000.00	\$	80,000.00	\$	80,000.00
BUDGETED EXPENDITURES	\$	3,440,500.00	\$	3,647,500.00	\$	3,849,500.00

BUDGET ASSUMPTIONS

Salaries & Wages: These amounts are based on the number of personal that will be needed and assumptions determined according to current expenditures at American Leadership Academy.

Administration: 1 Elementary Principal

Licensed Instructional: 20-25 teachers at an average salary of \$42,000.00. These numbers will fluctuate according to the number of students enrolled.

Office Personal: 2 office secretaries that are hourly at 29 hours per week.

Para Professional: These numbers are determined according to our need for instructional and Title 1 aides.

Operation/Maintenance: 1 FTE

Computer/Tech: .5 FTE

Other: Librarian

Food Service: 3 part-time

Central Services: Salaries for Executive Director, Business Administrator, Human Resource, Registrar, SIS administrator, Federal Programs Administrator, Facility Administrator.

Benefits: Assumptions determined by percentages of salary amounts.

Professional Services: Assumptions determined by the % of students with disabilities within the target area that would need speech therapy, behavior specialists and occupational therapist. Also, the costs that would be needed for teacher trainings.

Property Services: Assumptions determined by the current costs of these expenditures at the sponsoring school.

Other Purchased Services: Assumptions determined by the current costs of these expenditures at the sponsoring school.

Supplies & Materials:

Educational costs were determined by the cost per student ranging from \$200-\$300 the first year for curriculum and classroom supplies and then decreasing each year because only consumables would need to be purchased.

The facility and utility supplies are determined by the current costs of those expenditures at the sponsoring school.

Equipment: This money will be used for computers, projectors and any other educational equipment that is needed. There may also be equipment needed for facility maintenance.

Debt Service: Assumptions determined by the yearly cost of renting a facility or the yearly cost to purchase a facility.



Rich Morley <rmorley@americanleadership.net>

Application for Satellite K-6 Elementary School American Leadership Academy

3 messages

Rich Morley <rmorley@americanleadership.net>

Fri, Nov 1, 2019 at 12:15 PM

To: keithr@provo.edu, shellys@provo.edu


Cc: Jan Searle <jsearle@americanleadership.net>

Bcc: Juliel Davis <jdavis@americanleadership.net>, Rich Morley <rmorley@americanleadership.net>

Mr. Rittel,

As a courtesy and according to statute and rule, American Leadership Academy is notifying you of our interest to locate a k-6 Elementary school in the Provo School District boundaries. If you have any questions please feel free to contact me by phone or email.

Richard Morley, M.Ed**Director****(801) 794-2226**

 Application for Provo District.pdf
2099K

Mail Delivery Subsystem <mailer-daemon@googlemail.com>

To: rmorley@americanleadership.net

Fri, Nov 1, 2019 at 12:16 PM



Address not found

Your message wasn't delivered to **shellys@provo.edu** because the address couldn't be found, or is unable to receive mail.

LEARN MORE

The response was:

550 5.1.1 The email account that you tried to reach does not exist. Please try double-checking the recipient's email address for typos or unnecessary spaces. Learn more at <https://support.google.com/mail/?p=NoSuchUser> n92sor11763539pjb.4 - gsmtpt

Final-Recipient: rfc822; shellys@provo.edu

Action: failed

Status: 5.1.1

Diagnostic-Code: smtp; 550-5.1.1 The email account that you tried to reach does not exist. Please try 550-5.1.1 double-checking the recipient's email address for typos or

550-5.1.1 unnecessary spaces. Learn more at

550 5.1.1 <https://support.google.com/mail/?p=NoSuchUser> n92sor11763539pjb.4 - gsmtpt

Last-Attempt-Date: Fri, 01 Nov 2019 11:16:06 -0700 (PDT)

----- Forwarded message -----

From: Rich Morley <rmorley@americanleadership.net>

To: keithr@provo.edu, shellys@provo.edu

Cc: Jan Searle <jsearle@americanleadership.net>

Bcc:

Date: Fri, 1 Nov 2019 12:15:57 -0600

Subject: Application for Satellite K-6 Elementary School American Leadership Academy

----- Message truncated -----

Rich Morley <rmorley@americanleadership.net>

To: shellays@provo.edu

Fri, Nov 1, 2019 at 12:18 PM

Cc: Jan Searle <jsearle@americanleadership.net>

Bcc: Juliel Davis <jdavis@americanleadership.net>, Rich Morley <rmorley@americanleadership.net>

Ms. Shelton,

This email was intended for your benefit as well.

[Quoted text hidden]

 **Application for Provo District.pdf**
2099K