

# AMENDMENT REQUEST

## Utah State Board of Education

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5.

1. Charter School Syracuse Arts Academy
2. Street Address 2893 W. 1700 S. Phone (801) 779-2066
3. City Syracuse County Davis
4. This is a school located in an area: ( ) Rural ( X ) Urban
5. Chief School Officer Cameron Almond Phone (801) 336-8760 (cell)
6. The Charter school is located in which school district? Davis
7. List or attach all sponsors and/or founders of the charter school;

<u>Chris Dallin</u>	<u>Charlene Nelson</u>	<u>Brian Truman</u>
<u>Andrea Larkin</u>	<u>Lyle Elmore</u>	<u></u>

8. List or attach all duly elected, current board directors of the school:

<u>Cameron Almond</u>	<u>Bryan DeGrange</u>	<u>Nathan Schow</u>
<u>Teresa Peacock</u>	<u>Brittani Brown</u>	<u>David Hansen</u>
<u>Jerrad Pullum</u>		

9. **Requested amendment to charter.**

The following is a summary of amendment changes:

- A minimum of 25% representation of parents on the Governing Board, without the restriction that it be the parent organization president.
- Additional requirements on Governing Board membership regarding family relationships.
- The Syracuse Arts Academy Governing Board is responsible for adopting the annual school calendar. As stated in the charter, “will closely align with the calendar of Davis School District” is vague due to the fact that there are multiple Davis School District calendars. The Syracuse Arts Academy Governing Board is committed to meeting the needs of their specific school community.

- Procedures to Review Complaints of Parents updated to include a reference to Syracuse Arts Academy's current and future Parent Grievance Policy located on the school website or the school's main office.

10. **a) Summary description of charter school:**

The mission of Syracuse Arts Academy is to *develop respectful, confident citizens in a solid educational environment enriched by artistic expression.*

SAA recognizes the arts (dance, music, theater, and visual arts) are challenging subjects with rigorous content and achievement standards. Due to the challenging nature of these subjects, SAA has on staff an Art Integration Specialist. SAA has many components that help strengthen their learning community. Some of those foundational building blocks include:

- Coordination of the volunteer program to make sure parents are given a volunteer position that both corresponds to their abilities and schedule.
- Getting parents enthused about supporting the arts as an integral part of their child's education.
- Hiring and rewarding teachers who can implement lesson plans that include art activities, and have the ability to self-evaluate the effectiveness of their teaching methods, and possess the desire to learn.
- Hiring an Art Integration Specialist who is dedicated to providing teachers with a resource for ideas for arts integration into daily lesson plans.
- The formation of partnerships with artists-in-residence and other local arts providers such as performances by Ballet West, and participation in Opera by Children.
- Establishing an effective forum for teachers to share ideas as well as significant collaboration time.
- Providing faculty and staff with significant professional development opportunities.
- Having a curriculum that supports the integration of arts such as SAA's Harcourt-Brace Trophies.
- A dedication to fully fund projects that support the goal of arts integration.
- Showcasing of art student displays and student performances. SAA had each grade level perform for an audience at least twice during last school year.
- Artistic performances involving all students
- Integrated curriculum
- Project based learning
- Peer assisted learning
- Incorporation of technology
- Creative scheduling of academic units of study (i.e. several weeks of intensive study centered on one topic or subject such as operettas or other arts focuses)
- Interdisciplinary units of study
- Multi-age classes
- Opportunities to study with community experts, especially those whose expertise lie within arts integration
- Student involvement in and responsibility for some aspects of the curriculum and for their learning environment, which includes participation in the planning of a performance, set design and decoration, rehearsal, etc.
- Syracuse Arts Academy believes its rigorous educational program relies primarily on the effectiveness of its teachers and supportive administration. Syracuse Arts Academy has grade level teams who focus on skill building strategies such as conducting parent conferences, managing the classroom, and crafting lesson plans.

- b) How many students will the charter school serve and what grades?  
Syracuse Arts Academy had 1019 students (K-9) on their 2010 October 1<sup>st</sup> Count.
- c) The charter school's current grade configuration is:  
K-9
- d) Does the charter school's grade configuration align with the local school district configuration?  
Yes, Davis School District configuration is K – 6 elementary, 7 – 9 Jr. High, and 10 – 12 High School. Syracuse Arts Academy is located in Davis School District and has a strong commitment to ensure students transition well from Syracuse Arts Academy to a local high school.
- e) Percentage of minority students at charter school:  
The percentage of minority students is approximately 7.3% (78/1061) of the student population. This number is based on the 2010 October 1<sup>st</sup> Count.
- f) Percentage of special education students at charter school:  
The percentage of students with disabilities is approximately 7.1% (72/1019). This number is based on the 2010 December 1, 2010 SCRAM report.
- g) Additional information:  
Syracuse Arts Academy has made a strong effort to outreach to students everywhere. The school currently has over 800 students in the lottery pool for the 2010-2011 school year. Numbers of students on Free and Reduced Lunch is 27% also based on the unaudited 2010 October 1<sup>st</sup> Count.

**11. What makes this school unique or needed?**

We believe Syracuse Arts Academy has proven that the integration of arts supports academic achievement. The integration of arts, the strong commitment to academic achievement, a dedicated governing board, exceptional administration and teaching staff as well as strong parental support helps make Syracuse Arts Academy successful in completing its mission and unique to the students that attend Syracuse Arts Academy.

**12. Is the schools' curriculum fully aligned with the Utah State Core Curriculum? If not, in what areas does the school deviate from the Core?**

All curriculum courses are aligned with the Utah State Core Curriculum Standards and enhanced with a thematic emphasis on the Arts. Wide spectrums of activities are integrated into the curriculum that supports the educational goals and overall academic success for students. Additionally, increased emphasis is placed on student proficiency in reading to increase the likelihood of student success across the curriculum. Following is an overview of the curriculum.

*Language Arts*

SAA is implementing Utah's Literacy Model in identifying Tier 1,2, and 3 students according to their reading ability and provide specific interventions. Appropriate interventions include small group instruction, in school tutoring, learning centers that focus on specific fluency and/or phonemic awareness. Students also have the opportunity to read both fiction and non-fiction books related to themes. Multi-aged grouping allows for and encourages accelerated instruction for students, by focusing on the differing learning styles. Arts integration is also based on the five essential components of effective reading instruction, incorporating effective strategies and techniques.

Research clearly shows that these approaches significantly support students' reading and writing achievement. SAA uses Harcourt Brace *Trophies* as their Language Arts text.

### Writing Program

All students have multiple opportunities to write across the curriculum daily to communicate effectively for a variety of purposes and audiences. Student journals encourage students to write when given specific prompts, incorporate grammar instruction, monitor spelling, and focus on improvement and growth throughout the year. Students are required to produce informational text through book reports, cause and effect reports, compare and contrast essays, etc. Students published 6-8 individual products last year, incorporating writing to persuade and functional texts to teach and share information. Additionally, students learn to use multiple strategies to improve writing skills: a rubric to self-evaluate writing, peer conferences, and peer reviews. Writing instruction enabled students to be proficient on U-PASS writing assessments for the school year 2006-2010.

### Mathematics

Scott-Foresman Addison-Wesley Mathematics/Investigations is the math program chosen for math instruction. This math program is most closely aligned with USOE Core Standards. The research conducted on this program indicates that student skills in the areas of computation, word problems, and conceptual understanding scored significantly higher than students taught with traditional methods alone. (Goodrow (1998), Flowers (1998), Mokros et al. (1996.)) The math program presents math instruction with an emphasis on teaching for understanding, instead of just facts, thus making the content accessible to all children.

### Social Studies

The Social Studies curriculum is aligned to USOE core curriculum standards. Thematic units of study are designed to integrate and address the four key areas of the Social Studies curriculum: 1)Time, Continuity, and Change (History); 2)People, Places, and Environments (Geography); 3) Government and the Citizen (Civics and Government); and 4)Production, Distribution, and Consumption (Economics). The Arts emphasis enriches the curriculum as society has historically recorded history through multiple modes of self-expression.

### Science

The Science curriculum is aligned to USOE core curriculum standards. Hands-on scientific projects are incorporated into the curriculum to fully guide the students through the various levels of the scientific method. Manipulatives, experiments, surveys, research, and technology are all integrated into the various units to enhance the learning experience. Scientific skills that enhance the students' ability to perform well on the Core Assessment Test are integrated into each unit.

### Art Emphasis

"Through creative enhancing techniques such as dance or movement, drawing and music, all children, especially the underprivileged children, can advance their development" (serendip.brynmawr.edu). Music, visual arts, drama and dance integration are the initial focus of an arts emphasis for SAA. The core curriculum is aligned to USOE core curriculum standards. School staff is working toward the goal of integration of the arts into the core. The focus at SAA has been to improve the quality of arts instruction in the classroom by enhancing professional development that combines arts-based teaching strategies with standards-based instruction and assessment. The intent is to build the capacity of teachers through artists-in-residence and partnerships with other local arts providers.

The school's current curriculum is fully aligned with the Utah State Core Curriculum as well as their planned curriculum as evidenced by the course catalog which includes USOE Core Curriculum mastery standards and for the art classes the Intended Learner Outcomes.

13. **How does the school address the needs of students with disabilities who will need Special Education services?**

Syracuse Arts Academy Charter School believes every student should have an equal opportunity to receive an education. At Syracuse Arts Academy, all students are entitled to a free and appropriate education and individuals with disabilities are afforded that same opportunity.

It is the policy of Syracuse Arts Academy Charter School to adhere to and comply with federal and state laws and rules as they pertain to students with disabilities and the provision of a free appropriate public education, regardless of the nature or severity of the disability. Syracuse Arts Academy has in effect a Special Education Policies and Procedures Manual, approved by the USOE February of 2009, that ensures students with disabilities or suspected disabilities will be identified, evaluated, and provided appropriate educational services and/or accommodations within the definitions of IDEA 2004, ADA, and Section 504. Within the timeline requirements of the IDEA, this manual outlines Syracuse Arts Academy's special education program and is on file in the School's Policy Binder and at the USOE. The following areas are covered:

- General Provisions (Program Description),
- Identification, Location, and Evaluation of Students (Child Find, Referral, Evaluation, Re-Evaluation, Eligibility Determination including SLD Classification, and Eligibility Classifications),
- IEP Development and Service Delivery (IEP Team Participants, IEP Development and Content, LRE, Initial Placement, IEP Changes, Transition Services, and LRBI),
- Procedural Safeguards for Students and Their Parents (Parental Participation, Independent Education Evaluation (IEE), Written Prior Notices, Dispute Resolution, Surrogate Parents, Confidentiality, and Discipline),
- LEA Eligibility and Responsibilities (Assessment and Reporting, Public Posting, Ensuring Services, Supervision, Personnel Standards, Early Intervening Services, and Caseloads), and,
- Students with Disabilities in Other Settings (Private and Public School Placements).

Syracuse Arts Academy's Special Education Policy and Procedures Manual ensures the appropriate implementation of special education services. It is used in coordination with the Utah State Board of Education Rules (August 2007) and incorporates the USOE's Special Education Guidelines (August 2008) for Specific Learning Disabilities (SLD), Least Restrictive Behavioral Interventions (LRBI) and Caseloads as set forth.

14. **Provide a copy of current school year budget and projected budget with amendments. See ATTACHMENT A**

This Charter Amendment Request will not affect the funding or the operational budget of Syracuse Arts Academy.

15. **Provide a copy of most recent UPASS state academic information. You may attach additional academic information if desired. See ATTACHMENT B**

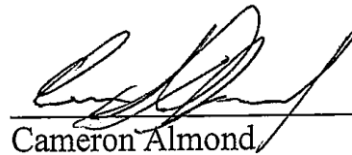
As evidenced by the data, Syracuse Arts Academy has out- performed the state average in Language Arts, Mathematics and Science. Attachment B shows the yearly school report cards. This basic data does not show that numerous opportunities that students have had to participate in the arts ie: drama, movement, music, and visual art. We strongly believe that the integration of the arts has definitely been a strong contributor to students' success. Links to these reports are provided at the end of Attachment B.

16. **Who performs the financial accounting for the school (by name) and what are his/her credentials for accounting? See ATTACHMENT C**

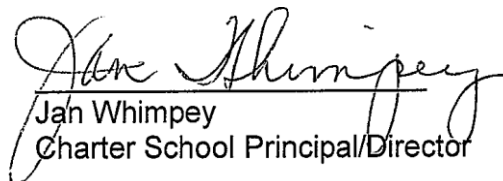
Brad Taylor, an employee of Academica West, the Business Management Company contracted by SAA, performs the financial accounting for SAA. His resume follows as Attachment C. A comprehensive specification of Syracuse Arts Academy's fiscal policies and procedures are attached. See ATTACHMENT D

17. **Provide the name and title of district personnel to whom you provided a copy of your entire amendment request, as well as the date of contact.**

Sheri Suave, Davis School District's Charter School Liaison, is the contact and was sent a copy of the Charter Amendment on July 6, 2011.

  
Cameron Almond  
Charter School Board Representative Signature

July 6, 2011  
Date

  
Jan Whimpey  
Charter School Principal/Director

July 6, 2011  
Date

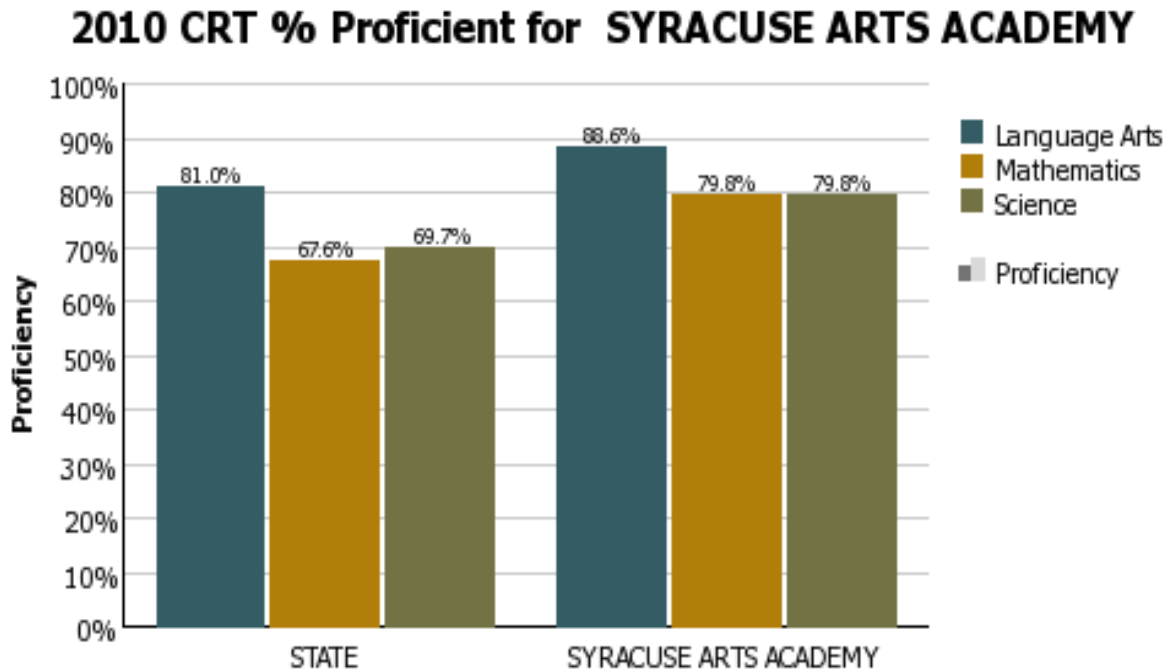
# ATTACHMENT A

Charter School Name: Syracuse Arts Academy						
	2010-2011			2011-2012		
	School Year			School Year		
Number of Students:	1019			1025		
Grade Distribution:						
<b>Revenue</b>	<b>Total</b>			<b>Total</b>		
Local Funding including anticipated fees from students	\$25,000			\$30,000		
Fee Basis if applicable:						
State Funding	\$5,343,704			\$5,397,141		
Private Grants & Donations						
Source: (specify)						
Loans:						
Commercial						
Private (State Revolving Loan)						
Other (specify): Federal Grants	\$132,665			\$132,665		
<b>Total Revenue</b>	\$5,501,369			\$5,559,806		
<b>Expenses</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>	<b># of Staff</b>	<b>@ Salary</b>	<b>Total</b>
Salaries (100)						
Director or Principal	3.00	\$ 85,447.00	\$ 256,341	3.00	\$ 87,583.18	\$ 262,750
Other Administration: (specify)						
Teacher-Regular Ed	42.00	\$ 39,360.10	\$ 1,653,124	42.00	\$ 40,344.10	\$ 1,694,452
Teacher-Special Ed	2.00	\$ 34,560.00	\$ 69,120	2.00	\$ 35,424.00	\$ 70,848
Instructional Assts	17.00	\$ 8,372.65	\$ 142,335	17.00	\$ 8,581.96	\$ 145,893
Secretary	4.00	\$ 30,088.50	\$ 120,354	4.00	\$ 30,840.71	\$ 123,363
Business Manager/Bookkeeper						
IT Technician						
Program Facilitator/Media Specialist	3.00	\$ 21,826.33	\$ 65,479	3.00	\$ 22,371.99	\$ 67,116
Speech & Language Therapist	2.00	\$ 17,552.00	\$ 35,104	2.00	\$ 17,990.80	\$ 35,982
Counselor (Certified/Noncertified) (Circle)	1.00	\$ 45,000.00	\$ 45,000	1.00	\$ 46,125.00	\$ 46,125
Substitute Teachers (daily basis)			\$ 27,300			\$ 27,300
Teachers Aids and ParaProfessionals	2.00	\$ 11,762.50	\$ 23,525	2.00	\$ 12,056.56	\$ 24,113
Employee Benefits (200)			\$ 725,735			\$ 743,878
Purchased Professional Services(300)						
Audiologist, Psychologist of related support services purchased through contract			\$ 2,050			\$ 2,101
Professional Employee Training and Development (330)			\$ 59,950			\$ 60,924
Official or Adminisitrative Services in Support of Management (310)			\$ 402,150			\$ 399,680
Professional Educational Services (Curricular Support or Contracted Institutional Services) (320)			\$ 1,430			\$ 1,430
Legal (300)						
Audit Services (300)						
Web Site Development (300)						
Purchased Property Services(400)						
Facilities Rental or Lease (440)						
Property Tax						
Equipment or Vehical Rental or Lease/Purchase Agreements						

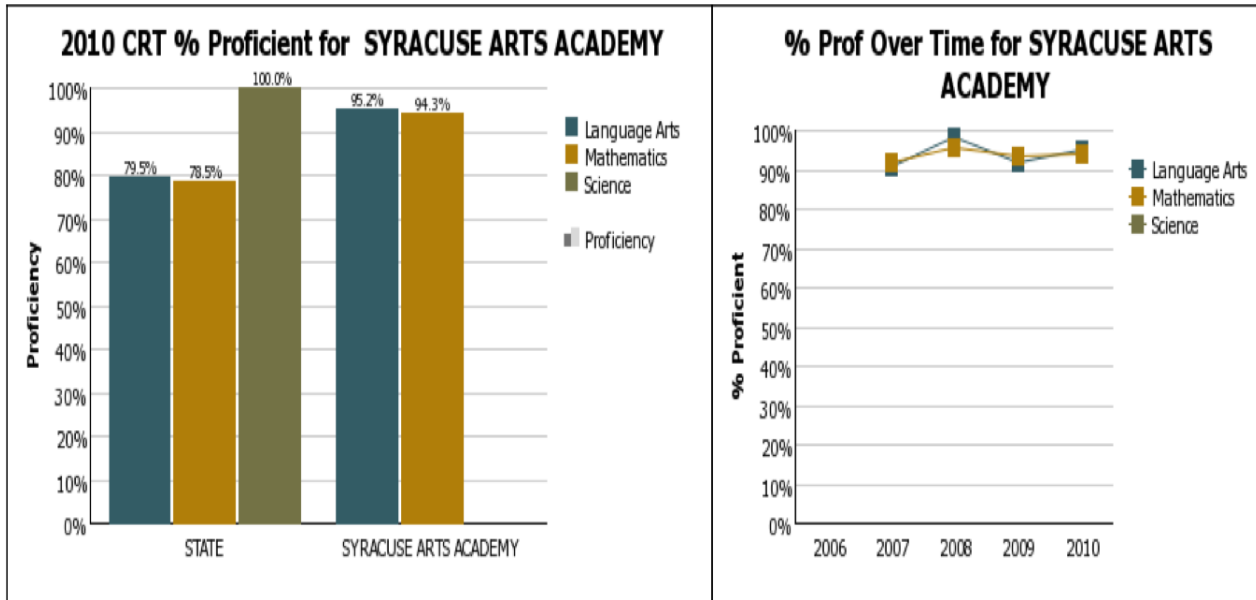
Other Purchased Services (500)						
Travel (580)			\$ 1,500			\$ 1,538
Transportation (Student) ((510-513)			\$ 7,500			\$ 7,688
Personnel and Wage Records and Data Management						
Supplies(600)						
Instructional and other general supplies (610)			\$ 102,091			\$ 104,094
Library Instructional Aids/Books/Periodicals(640/645)			\$ 18,189			\$ 18,189
Textbooks (641)			\$ 59,100			\$ 29,203
Audiovisual Materials (646)						
Software (670)						
Other (printing; postage)			\$ 5,000			\$ 5,125
<b>Total Instruction, Administration &amp; Support</b>			\$ 3,822,377			\$ 3,871,791
<b>Operations &amp; Maintenance</b>			<b>Total</b>			<b>Total</b>
Purchased Property Services(400)						
Facilities Rental or Lease (440)			\$ 150,920			\$ -
Water, Sewage , Disposal Services						
Property Tax			\$ 78,559			\$ -
Equipment or Vehical Rental or Lease/Purchase Agreements						
Custodial Services			\$ 84,050			\$ 86,152
Other Purchased Services (500)						
Property/Casualty Insurance (520/521)			\$ 27,102			\$ 27,780
Advertising and Marketing			\$ 1,000			\$ 1,025
Printing and Binding						
Phone/Communications			\$ 9,870			\$ 10,117
Supplies (600)						
Operational Supplies			\$ 18,000			\$ 18,450
Utilities and other Expendable Supplies (610-630)			\$ 66,625			\$ 68,291
Property (700)						
Land & Improvements			\$ 58,200			\$ 59,655
Buildings						
Technology-Related Hardware (Computers etc)			\$ 46,084			\$ 47,209
Furniture & Other Equipment			\$ 15,000			\$ 15,375
Debt Service and Miscellaneous Costs (800)						
Fees/Permits & dues			\$ 2,400			\$ 2,460
Loan Payments			\$ 887,337			\$ 968,004
Other (security, copier lease)			\$ 8,000			\$ 10,000
<b>Total Operations &amp; Maintenance</b>			\$ 1,453,147			\$ 1,314,518
<b>Total Expenditures</b>			\$ 5,275,524			\$ 5,186,309
<b>Total Revenues</b>			\$ 5,501,369			\$ 5,559,806
			<b>Balance</b>			<b>Balance</b>
<b>Budget Balance (Revenues-Expenditures)</b>			\$ 225,845			\$ 373,497
<b>Budget Balance as Percentage of State Revenue</b>			N/A			N/A



U-PASS DATA (School-wide)



## U-PASS DATA (Grade 2)



Progress Scores					
	2006	2007	2008	2009	2010
Language Arts					
Mathematics					
Science					

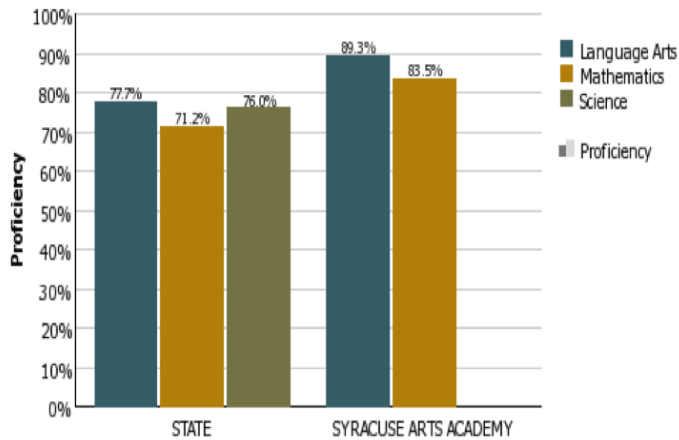
  

Percent Proficiency					
	2006	2007	2008	2009	2010
Language Arts		<a href="#">91%</a>	<a href="#">99%</a>	<a href="#">92%</a>	<a href="#">95%</a>
* Mathematics		<a href="#">92%</a>	<a href="#">96%</a>	<a href="#">94%</a>	<a href="#">94%</a>
Science					

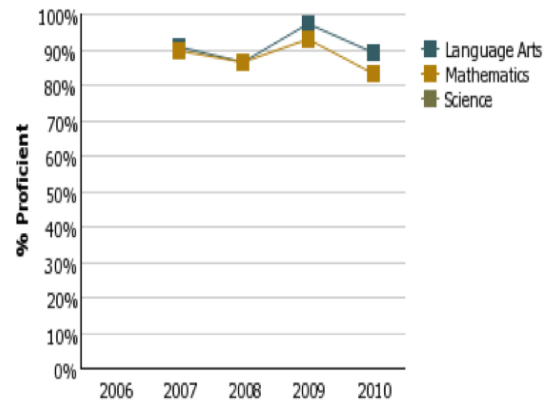
\* Mathematics scores from 2009 received a new cut score which changed the scaling and equating. Data from 2009 and on are not comparable to prior years.

## U-PASS DATA (Grade 3)

**2010 CRT % Proficient for SYRACUSE ARTS ACADEMY**



**% Prof Over Time for SYRACUSE ARTS ACADEMY**



**Progress Scores**

	2006	2007	2008	2009	2010
Language Arts					
Mathematics					
Science					

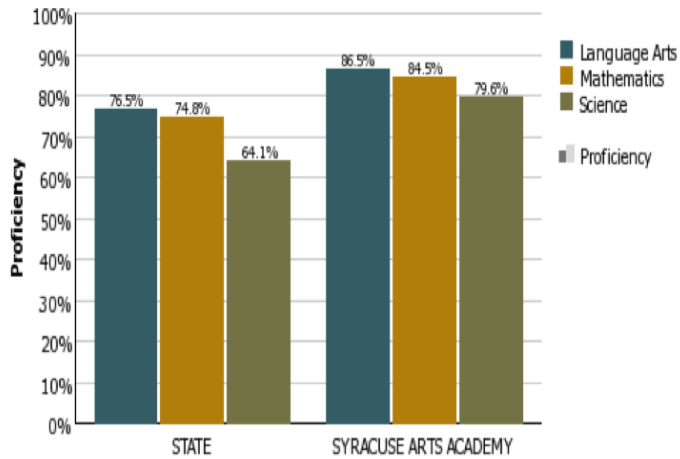
**Percent Proficiency**

	2006	2007	2008	2009	2010
Language Arts		<a href="#">91%</a>	<a href="#">87%</a>	<a href="#">97%</a>	<a href="#">89%</a>
* Mathematics		<a href="#">90%</a>	<a href="#">87%</a>	<a href="#">93%</a>	<a href="#">83%</a>
Science					

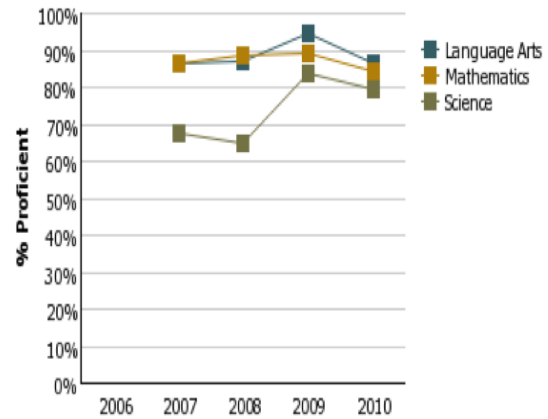
\* Mathematics scores from 2009 received a new cut score which changed the scaling and equating. Data from 2009 and on are not comparable to prior years.

## U-PASS DATA (Grade 4)

**2010 CRT % Proficient for SYRACUSE ARTS ACADEMY**



**% Prof Over Time for SYRACUSE ARTS ACADEMY**



**Progress Scores**

	2006	2007	2008	2009	2010
Language Arts		<a href="#">203</a>	<a href="#">215</a>	<a href="#">231</a>	<a href="#">207</a>
Mathematics		<a href="#">211</a>	<a href="#">216</a>	<a href="#">218</a>	<a href="#">215</a>
Science					

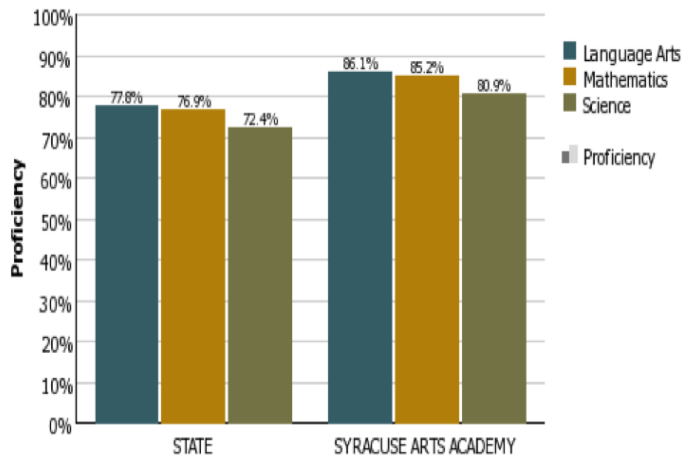
**Percent Proficiency**

	2006	2007	2008	2009	2010
Language Arts		<a href="#">86%</a>	<a href="#">87%</a>	<a href="#">95%</a>	<a href="#">87%</a>
* Mathematics		<a href="#">86%</a>	<a href="#">89%</a>	<a href="#">89%</a>	<a href="#">84%</a>
Science		<a href="#">68%</a>	<a href="#">65%</a>	<a href="#">84%</a>	<a href="#">80%</a>

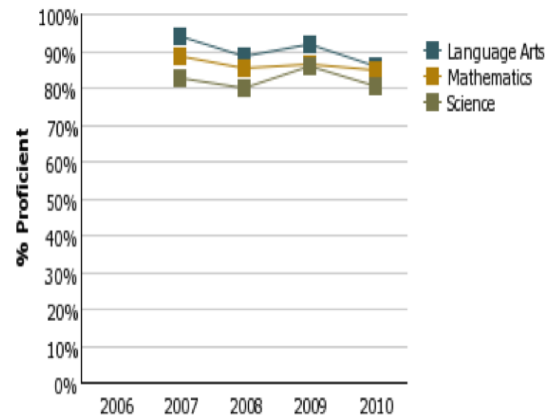
\* Mathematics scores from 2009 received a new cut score which changed the scaling and equating. Data from 2009 and on are not comparable to prior years.

## U-PASS DATA (Grade 5)

**2010 CRT % Proficient for SYRACUSE ARTS ACADEMY**



**% Prof Over Time for SYRACUSE ARTS ACADEMY**



**Progress Scores**

	2006	2007	2008	2009	2010
Language Arts		<a href="#">218</a>	<a href="#">209</a>	<a href="#">225</a>	<a href="#">201</a>
Mathematics		<a href="#">221</a>	<a href="#">222</a>	<a href="#">201</a>	<a href="#">208</a>
Science		<a href="#">207</a>	<a href="#">218</a>	<a href="#">238</a>	<a href="#">210</a>

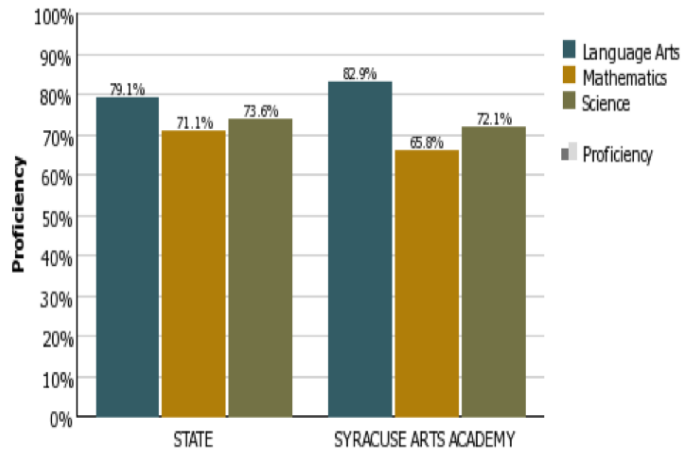
**Percent Proficiency**

	2006	2007	2008	2009	2010
Language Arts		<a href="#">94%</a>	<a href="#">89%</a>	<a href="#">92%</a>	<a href="#">86%</a>
* Mathematics		<a href="#">89%</a>	<a href="#">86%</a>	<a href="#">86%</a>	<a href="#">85%</a>
Science		<a href="#">83%</a>	<a href="#">80%</a>	<a href="#">86%</a>	<a href="#">81%</a>

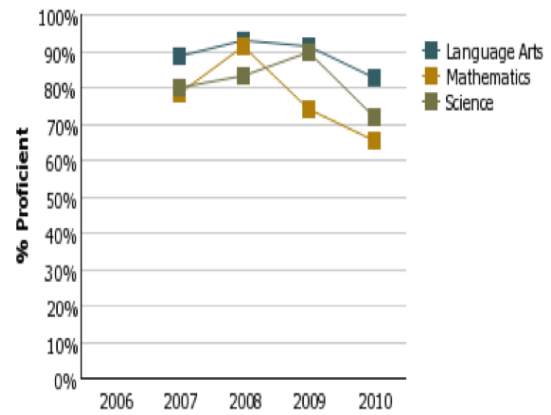
\* Mathematics scores from 2009 received a new cut score which changed the scaling and equating. Data from 2009 and on are not comparable to prior years.

## U-PASS DATA (Grade 6)

**2010 CRT % Proficient for SYRACUSE ARTS ACADEMY**



**% Prof Over Time for SYRACUSE ARTS ACADEMY**



**Progress Scores**

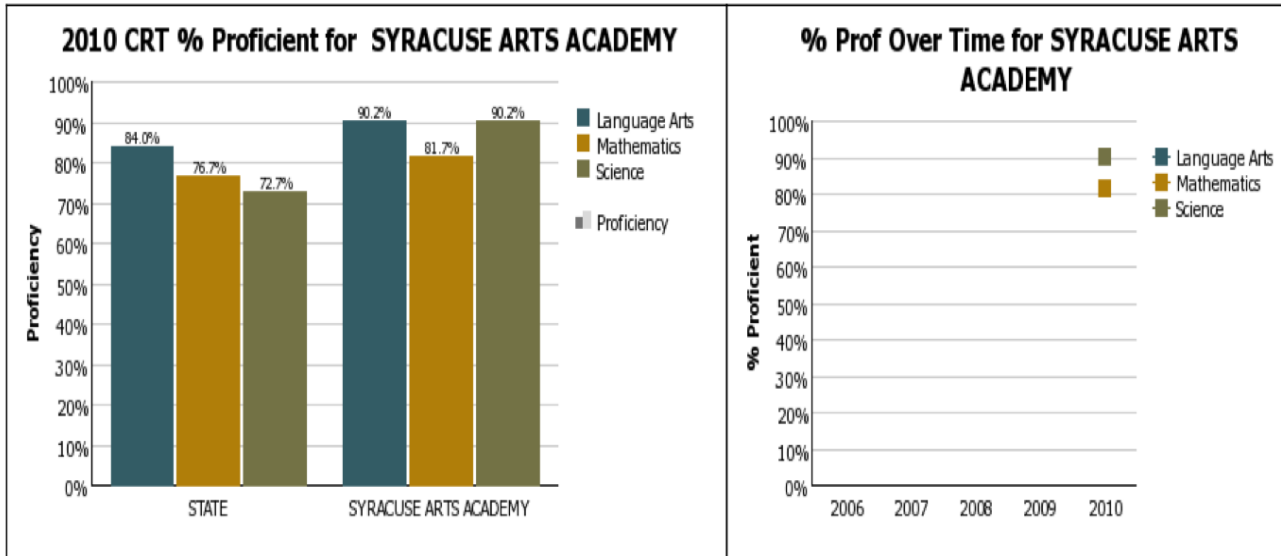
	2006	2007	2008	2009	2010
Language Arts		<a href="#">213</a>	<a href="#">208</a>	<a href="#">210</a>	<a href="#">195</a>
Mathematics		<a href="#">210</a>	<a href="#">219</a>	<a href="#">171</a>	<a href="#">162</a>
Science		<a href="#">227</a>	<a href="#">209</a>	<a href="#">229</a>	<a href="#">179</a>

**Percent Proficiency**

	2006	2007	2008	2009	2010
Language Arts		<a href="#">89%</a>	<a href="#">93%</a>	<a href="#">91%</a>	<a href="#">83%</a>
* Mathematics		<a href="#">79%</a>	<a href="#">92%</a>	<a href="#">74%</a>	<a href="#">66%</a>
Science		<a href="#">80%</a>	<a href="#">83%</a>	<a href="#">90%</a>	<a href="#">72%</a>

\* Mathematics scores from 2009 received a new cut score which changed the scaling and equating. Data from 2009 and on are not comparable to prior years.

## U-PASS DATA (Grade 7)



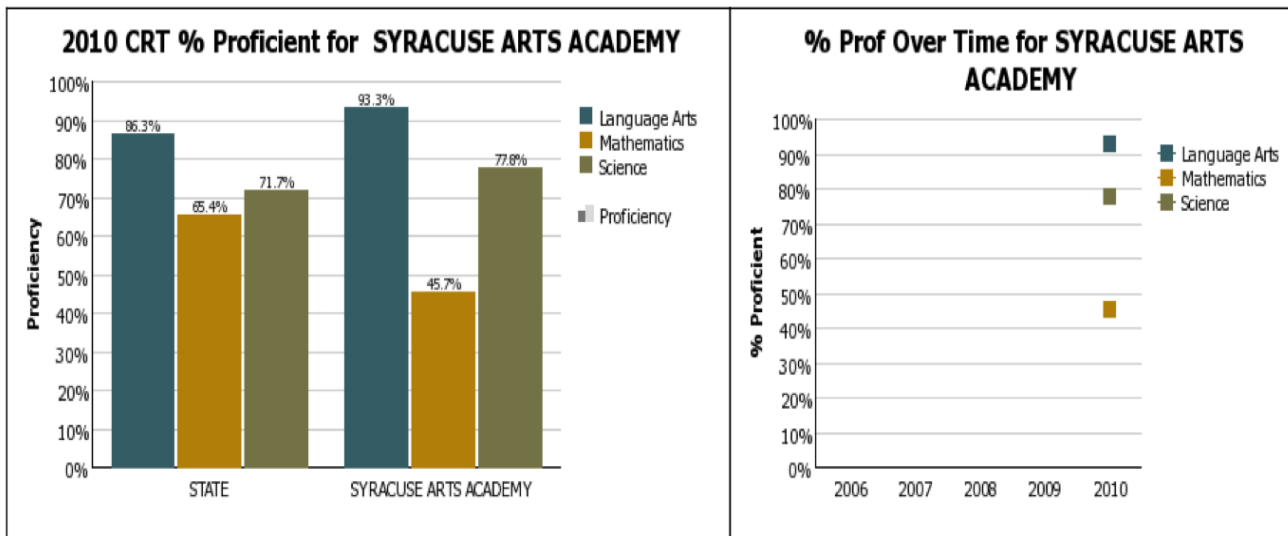
Progress Scores					
	2006	2007	2008	2009	2010
Language Arts					<a href="#">222</a>
Mathematics					<a href="#">209</a>
Science					<a href="#">228</a>

Percent Proficiency					
	2006	2007	2008	2009	2010
Language Arts					<a href="#">90%</a>
* Mathematics					<a href="#">82%</a>
Science					<a href="#">90%</a>

\* Mathematics scores from 2009 received a new cut score which changed the scaling and equating. Data from 2009 and on are not comparable to prior years.

## U-PASS DATA (Grade 8)



Progress Scores					
	2006	2007	2008	2009	2010
Language Arts					<a href="#">226</a>
Mathematics					<a href="#">134</a>
Science					<a href="#">221</a>

Percent Proficiency					
	2006	2007	2008	2009	2010
Language Arts					<a href="#">93%</a>
* Mathematics					<a href="#">46%</a>
Science					<a href="#">78%</a>

\* Mathematics scores from 2009 received a new cut score which changed the scaling and equating. Data from 2009 and on are not comparable to prior years.



## U-PASS DATA (Grade 9)

No data available as this is the first year Syracuse Arts Academy has had 9<sup>th</sup> Grade.

### **School Report Cards:**

[http://www.syracuseartsacademy.org/Docs/SAA\\_ReportCard\\_09.pdf](http://www.syracuseartsacademy.org/Docs/SAA_ReportCard_09.pdf)

[http://www.syracuseartsacademy.org/Docs/SAA\\_ReportCard\\_0708.pdf](http://www.syracuseartsacademy.org/Docs/SAA_ReportCard_0708.pdf)

## ATTACHMENT C

### Brad Taylor

352 North Flint Street

Kaysville, UT 84037

Telephone: (801) 444-9378

Email: [brad@academicawest.com](mailto:brad@academicawest.com)

#### Education

Weber State University - Ogden, Utah  
Masters of Accountancy Degree–May 2004  
Bachelor of Arts Degree–May 2003  
Major: Accounting      Minor: Spanish  
Cumulative GPA: 3.98      Major GPA: 3.98

#### Educational Highlights

Goddard MPAcc Scholar – Top Three Post-Graduate  
Goddard Scholar – Top Ten Business School Graduate  
Member of Beta Gamma Sigma scholastic fraternity  
Member of Deloitte & Touche University Case Seminar–2003

#### Work Experience

2004 – April 2005

Deloitte & Touche - Salt Lake City, UT

Audit Staff – Field work and preparation of annual financial statements for companies both publicly and privately traded. Tested inventory, A/R, A/P, long-term liabilities, and cash as presented on balance sheets.

#### Work Experience

April 2005 - Present

Academica West - Kaysville, Utah

Controller - Responsible for oversight of all accounting activities. Oversee annual audits and preparation of financial statements for 6 charter schools currently in operation. Organize and comply with all state financial reporting requirements. Manage schools' cash flows and budgeting in coordination with corresponding principals and board members.

#### Skills and Abilities

Strong interpersonal skills with a superior understanding of audit processes and non-profit businesses. Able to organize and oversee a staff that responds to accounting needs of charter schools, including, but not limited to, payroll, accounts payable, budgeting, cash flow management, state and IRS reports, and so forth. Experienced in QuickBooks and other accounting programs. Strong understanding of state reporting requirements. Fluent in Spanish.

## ATTACHMENT D

### FISCAL POLICIES AND PROCEDURES

Upon approval of Syracuse Arts Academy, the Governing Board will formally advertise a Request for Proposals to procure the services of an established and successful education management company / Business Manager. Our objective is to start the first academic year with a seasoned support team that consists of an education management company / Business Manager that understands Utah legislation regarding charter schools, accounting, bookkeeping, compliance, and fiscal management, while maintaining fiscal responsibility and sound fiduciary practices.

Syracuse Arts Academy will fully comply with all established budgetary and reporting deadlines. This includes, but is not limited to: annual financial audits performed by a third-party CPA firm, AFR/APR submissions, October 1 counts, December 1 counts, End of Year Reporting, monthly Enrollment and Financial Reports as required by USOE, Negotiations Reports, Money Management Report twice each year, as required, meeting financial transparency requirements, and other financial documents, as requested by USOE. Syracuse Arts Academy will adhere to Generally Accepted Accounting Principles (GAAP), as constituted by the Financial Accounting Standards Board (FASB). Cash collected at the charter school will be reconciled in the presence of two authorized individuals. Cash will be sealed in tamper-evident envelopes and delivered to a bank each evening. Cash should not remain in the building overnight. In accordance with state guidelines, Syracuse Arts Academy's Governing Board will be provided with updated financial statements and budget reports on a regular basis by the Financial Coordinator.

Syracuse Arts Academy understands and will follow all requirements of the Utah State Procurement Code. We pledge that a representative from the Governing Board will attend school finance and statistics training and that all of their USOE School Finance Training will be completed prior to the opening of the school. Syracuse Arts Academy recognizes that at these meetings important and relative financial information is disseminated in regards to changes in state law, reporting requirements, deadlines and other financial stipulations needed to be in compliance with USOE and federal guidelines, therefore Syracuse Arts Academy is committed to attendance and participation.

Syracuse Arts Academy will follow the Utah State procurement code (these rules and code may be found at <http://purchasing.utah.gov>. For charter schools, these rules may be summarized as follows:

- For purchases less than \$1000, a quote is not required.
- For purchases between \$1000 and \$50,000, the charter should secure at least two quotations. Quotations may be received by telephone, fax, or e-mail. These quotations must be documented and filed for auditing purposes. Since documentation is required, fax or e-mail is the preferred quotation medium,
- For purchases greater than \$50,000, a formal bid process must be used.

In conjunction with the Capitalization and Expense Policy, the school will implement a fixed asset inventory system which will track all fixed assets to meet Federal guidelines. Syracuse Arts Academy will conduct regular inventory checks. Teachers will be responsible for individual inventory items assigned to their classroom, as will administrative and maintenance staff for items assigned to them. Procedures for disposal of fixed assets will also be adopted to ensure that inventory records can be reconciled at year's end.

Syracuse Arts Academy has adopted a number of policies to guide fiscal procedures. These include a state-required Purchasing/Disbursement Policy and Capitalization and Expense Policy. The previous listed policies, as well as a full list of all Syracuse Arts Academy policies can be found on the school's website: [http://syracuseartsacademy.org/Policies\\_Procedures.html](http://syracuseartsacademy.org/Policies_Procedures.html).