

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 Hawthorn Academy
2. Street Address 9062 S. 2200 W. Phone 801-282-9066
3. City West Jordan County Salt Lake County
4. This is a school located in an area: () Rural (X) Urban
5. Chief School Officer Jamie Johnson Phone 801-282-9066
6. The Charter school is located in which school district? Jordan School District
7. List or attach all sponsors and/or founders of the charter school;

<u>Diana Jensen</u>	<u>Greta Betts</u>	<u>Heather Baer</u>
<u>Heidi Scott</u>	<u>Meggen Pettit</u>	<u>Jennifer Dickinson</u>
<u>Brent Peterson</u>	<u>Holly Peterson</u>	<u>Wendy Wagner</u>
<u>Jamie Johnson</u>	<u>Valerie Merrill</u>	<u></u>

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

<u>Jamie Johnson</u>	<u>Meggen Pettit</u>	<u></u>
<u>Greta Betts</u>	<u>Diana Jensen</u>	<u></u>
<u>Heidi Scott</u>	<u></u>	<u></u>

9. **Requested amendment to charter.**

Listed below is a summary of our amendment changes. The charter itself shows deletions and additions.

Governing Board (Section 8 pages 30 – 34):

- Change number of Board of Trustees and how members are selected for the board
- Clarified Directors role at Board meetings.
- Changes voting restrictions section to include only board members
- Changes board member terms and replacement of board members

Comprehensive Program of Instruction: Curriculum Plan (Section 11 pages 61-73)

Curriculum changes were made to allow Hawthorn Academy to be more flexible in meeting the needs of students and adapting to changes in the core curriculum including:

- Deleting required reading lists
- Clarifying grades using the Spaulding Method
- Emphasizing languages, deleting Spanish proficiency requirement
- Specific Science and Social Studies textbooks deleted, essential elements of Science curriculum added
- Clarification and changes of art time, grades, and classes
- Addition of Fitness for Life (9th grade) and Glencoe Teen Health programs (8th grade)
- Refinement of educational technology of K-6 to reflect timeliness not specific programs
- Deletion of specific Math textbooks, criteria for math curriculum/textbooks remains the same; 6th grade added to middle school/secondary Mathematics section
- Addition of curriculum adjustments statement

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

Hawthorn Academy's mission is to provide an exciting and enabling learning environment where students will develop a desire to explore and understand the world around them; be inspired to set and reach personal goals, and become lifelong seekers of knowledge. Hawthorn Academy will provide challenging academics utilizing a proven methodology that will foster students who are responsible citizens, intellectually capable, and competitive in every aspect of society. Students will develop self-respect and self-discipline in a safe and supportive environment. Hawthorn Academy utilizes the prestigious International Baccalaureate (IB) Program to ensure that students learn in an environment that promotes ability and awareness. IB is not a program of curriculum content, but rather a highly respected method for organizing and teaching the curriculum of a school's choosing. Hawthorn Academy has made curriculum choices based on extensive research and documented success and believes that the Academy's core curricula effectively addresses the academic needs of all age and learning levels.

IB focuses on multiple facets of learning and addresses social, physical, emotional and cultural development as well as academic. The program provides opportunity for learners to construct meaning, principally through concept-driven inquiry. The threads of student's learning are brought together in the trans-disciplinary program of inquiry, which in turn allows them to make connections with life outside the school. Through the curriculum, IB enables students to

develop sensitivity to the experiences of others and sets forth the expectation of socially responsible action as a result of the learning experience.

b) How many students will the charter school serve and what grades?

Hawthorn Academy had 786 students (K-9) on their unaudited 2010 October 1st Count. This is the first year Hawthorn Academy has added 9th graders, and plans on 810 students (their authorized amount) for school year 2011-2012.

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, Jordan School District configuration is K – 6 elementary, 7 – 9 Jr. High, and 10 – 12 High School. Hawthorn Academy is located in Jordan School district and has a strong commitment to ensure students transition well from Hawthorn Academy to a local high school.

e) Percentage of minority students at charter school:

The percentage of minority students is approximately 4% of the student population. This number is based on the unaudited 2010 October 1st Count.

f) Percentage of special education students at charter school:

The percentage of special education students is approximately 7%. This number is based on the unaudited 2010 October 1st Count.

g) Additional information:

Hawthorn Academy has made a strong effort to outreach to students everywhere. The school currently has over 2100 students in the lottery pool for the 2010-2011 school year.

11. What makes this school unique or needed?

In order to achieve our mission and to maintain long-term consistency and continuity in our school, Hawthorn Academy will overlay the International Baccalaureate Organization's (IBO) teaching methodologies. By incorporating IB we will be able to provide a challenging academic experience that fosters life-long learners. The International Baccalaureate Organization's mission is to address the "whole child" by meeting the academic, social, physical, emotional, and cultural needs of the child. The IB framework is not curriculum, but a highly respected method for organizing and teaching the curriculum content that Hawthorn has chosen through a well-developed teaching methodology.

We have selected IB after much evaluation and research into other public and charter schools that match our vision. We have researched other IB schools nationwide and have found them to be highly-regarded by parents and children with consistently good test scores when compared to local districts as well as state schools. We have not been able to find a program we admire more than IB.

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?

Yes. The school's curriculum is fully aligned with the Utah State Core Curriculum as evidenced by the course catalog which includes USOE Core Curriculum intended learning outcomes and standards and was provided in the school's charter application. This Amendment Request allows for Hawthorn Academy to be better prepared for possible curriculum adjustments needed to meet the needs of students and the adoption of the common core.

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

Hawthorn Academy Charter School believes every student should have an equal opportunity to receive an education. At Hawthorn 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 Hawthorn 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. Hawthorn Academy has in effect a Special Education Policies and Procedures Manual, approved by the USOE December 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 Hawthorn Academy's special education program and is on file in the school's policy binder and at the USOE. The following areas are covered:

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

Hawthorn 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 1)

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

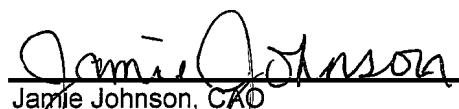
Hawthorn Academy did meet AYP during their inaugural year (2009-2010). They also surpassed State averages in Language Arts, Mathematics and Science on their CRT's.
(See Attachment 2)

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

Academica West is under contract as a business management company for Hawthorn Academy. Brad Taylor is the Controller for Academica West. His resume is included as "Brad Taylor Resume".
(Attachment 3)

- 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.**

Janene Bowen, Charter School Liaison for Jordon School District, was contacted on 20 October 2010. A signed completed copy of this amendment request was delivered to Janene via e-mail 20 October 2010.



Jamie Johnson, CAO
Charter School Board Representative Signature

20 October 2010

Date



Charter School Principal/Director

20 October 2010

Date

(ATTACHMENT 1)**HAWTHORN ACADEMY**

2010-2011 Proposed Budget

	2010-2011		
Number of Students (ADM):			786
Revenue			Total
State Funding Regular			\$ 3,770,544
Federal & State Projects			-
Loan			-
Other Revenue			30,000
Total Revenue			3,800,544
Expenses	# of Staff	@ Salary	Total
Salaries (100)			
Teacher-Regular Ed	30	\$ 36,500	1,095,000
Instructional Assts	14	\$ 10,281	143,934
Bonuses		\$ 1,000	37,000
Substitutes		\$ 65.00	19,500
Employee Benefits			216,000
Payroll Taxes			132,697
Fieldtrips / Transportation			10,000
Textbooks			95,000
Library Books			35,000
Instructional Aids			18,000
Supplies(600)			60,000
Marketing (300)			5,000
Professional Development		\$ 1,000	40,000
Other (printing; postage)			2,050
Total Instruction			1,909,181
Administration & Support			
Director (Principal)	1	\$ 76,545	76,545
Assistant Director	1	\$ 58,240	58,240
Head Secretary	1	\$ 28,207	28,207
Part -Time Secretary	1	\$ 18,720	18,720
Media Specialist	1	\$ 21,600	21,600
Employee Benefits			15,300
Bonuses			6,000
Payroll Taxes			21,144
Purchased Prof Services			302,600
Board Expenses			2,500
Supplies			11,500
Total Admin & Support			562,356

Projected 2011-2012
810
Total
\$ 3,963,389
-
-
30,000
3,993,389
Total
1,147,000
146,813
37,000
20,000
223,200
138,405
10,000
100,000
35,000
18,000
65,000
5,000
40,000
2,250
1,987,667
78,000
59,000
28,500
18,800
21,800
15,500
6,000
21,434
311,000
2,500
11,500
574,034

Operations & Maintenance			Total
Supplies			20,000
Phone/Communications			8,385
Custodial Services			8,500
Custodial Salaries	2	12,695	25,390
Custodial Payroll Taxes			2,641
Property/Casualty Insurance			20,000
Utilities			45,000
Rent			887,630
Property Tax			60,000
Fees/Permits & dues			1,500
Mileage Reimbursement			1,500
Purchased Property Services			15,000
Building & Improvements/Repairs			25,000
Computer Equipment			50,000
Computer Tech Support			18,000
Furniture & Other Equipment			37,500
Upgrades (Connectivity)			-
Bonus			1,000
Loan Repayment			50,794
Other (security, copier lease)			11,300
Total Operations & Maintenance			1,289,139
Total Expenditures			3,760,677
Total Revenues			3,800,544
Budget Balance (Revenues-Expenditures)			\$ 39,867

Total
22,500
8,385
8,500
25,390
2,641
20,000
45,000
887,630
60,000
1,500
1,500
15,000
25,000
50,000
18,000
41,000
-
1,000
50,794
11,300
1,295,139
3,856,841
3,993,389
\$ 136,548

IMPLEMENTATION GRANT			
REVENUE			
Implementation			\$ 145,231
			\$ -
TOTAL IMPLEMENTATION REVENUE			145,231
EXPENSES			
Training			38,231
Supplies and Materials			65,000
Computer			42,000
Furniture			-
DIFFERENCE			\$ -

\$ -
\$ -
-
-
-
-
\$ -

TRUST LANDS FUNDING**REVENUE**

State Allocation			\$ 24,204
Carryover			\$ -
TOTAL TRUST LAND FUNDING			24,204

EXPENSES

Salaries and Benefits			4,950
Professional Development			12,500
Other Purchased Services			-
General Supplies			2,500
Software/Technology related hardware			5,166
DIFFERENCE			\$ (912)

\$ 25,000

\$ -

25,000

4,950

12,500

-

2,500

5,050

\$ -

UPASS**REVENUE**

Technology Grant			\$ -
Online Summative Testing			\$ 1,492
TOTAL Revenue			1,492

EXPENSES

Professional Development			-
Tech Support			1,492
Computers/Software			-
DIFFERENCE			\$ -

\$ -

\$ -

-

-

-

-

\$ -

LEGISLATIVE SUPPLY**REVENUE**

State Allocation			\$ 6,650
TOTAL Revenue			6,650

EXPENSES

Supplies			6,650
DIFFERENCE			\$ -

\$ 6,850

6,850

6,850

\$ -

READING ACHIEVEMENT**REVENUE**

State Allocation			\$ 18,106
TOTAL Revenue			18,106

EXPENSES

TA Wages			18,106
DIFFERENCE			\$ -

\$ 18,300

18,300

18,300

\$ -

TITLE FUNDS			
REVENUE			
Title I-A			\$ 48,885
Title II-A			-
Title II-D			-
Title IV-A			-
Title V-A			-
TOTAL Title Funds			48,885
EXPENSES			
Salaries	4	\$ 12,200	48,800
Bonus			
Professional Development			-
Purchased Prof & Tech Serv			-
Supplies			85
TOTAL EXPENSES			48,885
Title Revenue			48,885
Title Expenses			48,885
DIFFERENCE			\$ -

	\$ 49,000
	-
	-
	-
	-
	49,000
	48,900
	-
	-
	100
	49,000
	49,000
	49,000
	\$ -

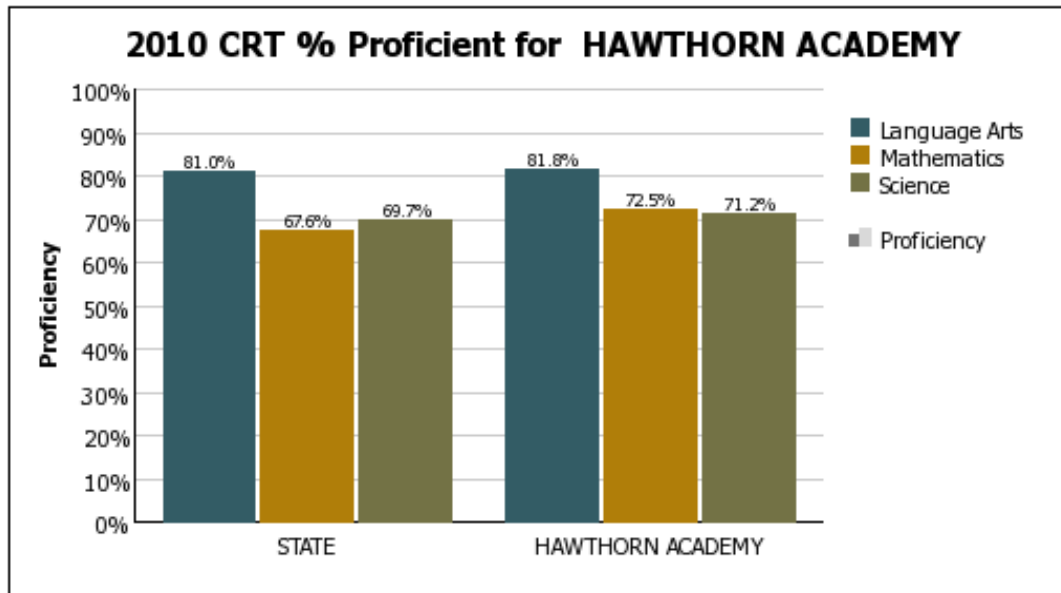
SPECIAL EDUCATION FUNDING			
REVENUE			
State Special Ed - Add-on			\$ 192,128
State Special Ed - Self Contained			\$ 17,168
Carryover			\$ -
Federal IDEA			\$ 94,183
Federal IDEA from ARRA			-
TOTAL SPED FUNDING			303,479
EXPENSES			
Teacher-Special Ed	2	\$ 34,000	68,000
Speech Therapy	1	\$ 24,150	24,150
OT/PT	1	\$ 15,000	15,000
Early Intervention	2	\$ 19,800	39,600
Instructional Assts	4	\$ 12,200	48,800
Special Ed Payroll Taxes			20,337
Special Ed Benefits			14,400
Purchased SPED Services			2,000
Special Ed Bonuses			2,000
Professional Development			2,000
Supplies			5,000
Textbooks			500
TOTAL EXPENSES			241,787
Special Education Revenue			303,479
Special Education Expenses			241,787
DIFFERENCE			\$ 61,692
INTERVENTION ALLOWANCE			45,522

	\$ 195,971
	\$ 17,511
	\$ -
	\$ 96,067
	-
	309,549
	68,000
	24,150
	15,000
	39,600
	48,800
	20,337
	14,400
	2,000
	2,000
	2,000
	5,000
	500
	241,787
	309,549
	241,787
	\$ 67,762
	46,432

FOOD SERVICE				
REVENUE				
Lunch Money			\$ -	\$ -
Federal & State Reimbursements			-	-
TOTAL Title Funds			-	-
EXPENSES				
Food Service Manager	1	\$ -	-	-
Cafeteria Help	1	\$ -	-	-
Payroll Taxes			-	-
Bonus			-	-
Food Purchases			-	-
Non-Food Supplies			-	-
Equipment Purchases			-	-
Dues and Fees			-	-
TOTAL EXPENSES			-	-
Food Service Revenues			-	-
Food Service Expenses			-	-
DIFFERENCE			\$ -	\$ -

(ATTACHMENT 2)

U-PASS DATA (School-wide)



Results by Percentage Proficient

Demographic Categories	Language Arts	Mathematics	Science
	% Prof	% Prof	% Prof
All Students	81.8%	72.5%	71.2%
African American	77.8%	44.4%	25.0%
American Indian	66.7%	33.3%	0.0%
Asian	93.8%	87.5%	70.0%
Caucasian	82.4%	74.6%	74.0%
Hispanic	73.0%	54.1%	51.7%
Pacific Islander	83.3%	50.0%	50.0%
Unknown or Unspecified Ethnicity	75.0%	75.0%	87.5%
Female	83.3%	73.0%	66.5%
Male	80.1%	72.0%	76.6%
Econ Disadv	78.5%	67.4%	60.4%
Not Econ Dis	82.9%	74.2%	74.8%
SWD	44.0%	42.0%	47.1%
Not SWD	85.8%	75.7%	73.7%
Mobile	69.2%	65.4%	73.7%
Not Mobile	82.4%	72.9%	71.1%
ELL	50.0%	75.0%	25.0%
Not ELL	82.0%	72.5%	71.7%

U-PASS DATA (Grade 2)

Results by Percentage Proficient

Demographic Categories	Language Arts	Mathematics
	% Prof	% Prof
<i>All Students</i>	82.9%	80.3%
African American	66.7%	0.0%
Asian	100.0%	100.0%
Caucasian	84.4%	84.4%
Hispanic	50.0%	75.0%
Pacific Islander	100.0%	0.0%
Female	82.5%	80.0%
Male	83.3%	80.6%
<i>Econ Disadv</i>	78.6%	92.9%
<i>Not Econ Dis</i>	83.9%	77.4%
<i>SWD</i>	66.7%	50.0%
<i>Not SWD</i>	84.3%	82.9%
<i>Mobile</i>	50.0%	100.0%
<i>Not Mobile</i>	83.8%	79.7%
<i>Not ELL</i>	82.9%	80.3%

U-PASS DATA (Grade 3)

Results by Percentage Proficient

Demographic Categories	Language Arts	Mathematics
	% Prof	% Prof
<i>All Students</i>	84.8%	77.2%
African American	50.0%	50.0%
American Indian	100.0%	0.0%
Asian	100.0%	100.0%
Caucasian	85.5%	79.7%
Hispanic	75.0%	50.0%
Pacific Islander	100.0%	100.0%
Female	97.2%	83.3%
Male	74.4%	72.1%
<i>Econ Disadv</i>	79.2%	62.5%
<i>Not Econ Dis</i>	87.3%	83.6%
<i>SWD</i>	40.0%	40.0%
<i>Not SWD</i>	91.3%	82.6%
<i>Mobile</i>	80.0%	80.0%
<i>Not Mobile</i>	85.1%	77.0%
<i>Not ELL</i>	84.8%	77.2%

U-PASS DATA (Grade 4)

Results by Percentage Proficient

Demographic Categories	Language Arts	Mathematics	Science
	% Prof	% Prof	% Prof
<i>All Students</i>	77.2%	74.7%	67.1%
African American	100.0%	100.0%	0.0%
Asian	100.0%	100.0%	100.0%
Caucasian	79.7%	76.8%	71.0%
Hispanic	50.0%	25.0%	50.0%
Pacific Islander	0.0%	100.0%	0.0%
Unknown or Unspecified Ethnicity	50.0%	50.0%	50.0%
Female	78.4%	75.7%	67.6%
Male	76.2%	73.8%	66.7%
<i>Econ Disadv</i>	68.8%	75.0%	56.2%
<i>Not Econ Dis</i>	79.4%	74.6%	69.8%
<i>SWD</i>	60.0%	60.0%	40.0%
<i>Not SWD</i>	78.4%	75.7%	68.9%
<i>Mobile</i>	0.0%	0.0%	50.0%
<i>Not Mobile</i>	79.2%	76.6%	67.5%
<i>ELL</i>	100.0%	100.0%	100.0%
<i>Not ELL</i>	76.9%	74.4%	66.7%

U-PASS DATA (Grade 5)

Results by Percentage Proficient

Demographic Categories	Language Arts	Mathematics	Science
	% Prof	% Prof	% Prof
<i>All Students</i>	76.3%	84.2%	84.2%
Asian	50.0%	100.0%	0.0%
Caucasian	79.4%	84.1%	87.3%
Hispanic	62.5%	75.0%	75.0%
Pacific Islander	100.0%	100.0%	100.0%
Unknown or Unspecified Ethnicity	50.0%	100.0%	100.0%
Female	69.4%	86.1%	80.6%
Male	82.5%	82.5%	87.5%
<i>Econ Disadv</i>	71.4%	81.0%	76.2%
<i>Not Econ Dis</i>	78.2%	85.5%	87.3%
<i>SWD</i>	42.9%	57.1%	71.4%
<i>Not SWD</i>	79.7%	87.0%	85.5%
<i>Mobile</i>	66.7%	83.3%	83.3%
<i>Not Mobile</i>	77.1%	84.3%	84.3%
<i>ELL</i>	33.3%	66.7%	0.0%
<i>Not ELL</i>	78.1%	84.9%	87.7%

U-PASS DATA (Grade 6)

Results by Percentage Proficient

Demographic Categories	Language Arts	Mathematics	Science
	% Prof	% Prof	% Prof
<i>All Students</i>	79.5%	79.5%	79.5%
Asian	100.0%	100.0%	100.0%
Caucasian	78.8%	78.8%	78.8%
Hispanic	66.7%	66.7%	66.7%
Unknown or Unspecified Ethnicity	100.0%	100.0%	100.0%
Female	73.7%	76.3%	71.1%
Male	85.7%	82.9%	88.6%
<i>Econ Disadv</i>	75.0%	66.7%	66.7%
<i>Not Econ Dis</i>	80.3%	82.0%	82.0%
<i>SWD</i>	30.0%	30.0%	40.0%
<i>Not SWD</i>	87.3%	87.3%	85.7%
<i>Mobile</i>	75.0%	75.0%	75.0%
<i>Not Mobile</i>	79.7%	79.7%	79.7%
<i>Not ELL</i>	79.5%	79.5%	79.5%

U-PASS DATA (Grade 7)

Results by Percentage Proficient

Demographic Categories	Language Arts	Mathematics	Science
	% Prof	% Prof	% Prof
<i>All Students</i>	84.2%	60.6%	64.9%
African American	100.0%	0.0%	0.0%
American Indian	0.0%	100.0%	0.0%
Asian	100.0%	50.0%	50.0%
Caucasian	82.3%	61.5%	67.9%
Hispanic	100.0%	55.6%	44.4%
Pacific Islander	100.0%	0.0%	100.0%
Unknown or Unspecified Ethnicity	100.0%	100.0%	100.0%
Female	88.5%	65.6%	63.9%
Male	76.5%	51.5%	66.7%
<i>Econ Disadv</i>	90.9%	68.8%	62.5%
<i>Not Econ Dis</i>	80.6%	56.5%	66.1%
<i>SWD</i>	40.0%	40.0%	50.0%
<i>Not SWD</i>	89.4%	63.1%	66.7%
<i>Mobile</i>	75.0%	25.0%	75.0%
<i>Not Mobile</i>	84.6%	62.2%	64.4%
<i>Not ELL</i>	84.2%	60.6%	64.9%

U-PASS DATA (Grade 8)

Results by Percentage Proficient

Demographic Categories	Language Arts	Mathematics	Science
	% Prof	% Prof	% Prof
<i>All Students</i>	90.7%	39.5%	55.8%
African American	100.0%	100.0%	100.0%
American Indian	100.0%	0.0%	0.0%
Asian	100.0%	50.0%	100.0%
Caucasian	90.6%	43.8%	59.4%
Hispanic	80.0%	20.0%	20.0%
Pacific Islander	100.0%	0.0%	0.0%
Unknown or Unspecified Ethnicity	100.0%	0.0%	100.0%
Female	95.5%	31.8%	40.9%
Male	85.7%	47.6%	71.4%
<i>Econ Disadv</i>	70.0%	0.0%	20.0%
<i>Not Econ Dis</i>	97.0%	51.5%	66.7%
<i>SWD</i>	50.0%	0.0%	0.0%
<i>Not SWD</i>	92.7%	41.5%	58.5%
<i>Mobile</i>	100.0%	66.7%	66.7%
<i>Not Mobile</i>	90.0%	37.5%	55.0%
<i>Not ELL</i>	90.7%	39.5%	55.8%

U-PASS DATA (Grade 9)

No Data in 2009-2010

(ATTACHMENT 3)

Brad Taylor

352 North Flint Street

Kaysville, UT 84037

Telephone: (801) 444-9378

Email: 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.