

AMENDMENT REQUEST FOR SATELLITE SCHOOL

Utah State Board of Education

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

1. **Sponsoring Charter School** Hawthorn Academy
2. **Street Address** 9062 South 2200 West **Phone** (801) 282-9066
3. **City** West Jordan
4. **This is a school located in an area:** ☐ Rural ☒ Urban
5. **Chief School Officer** Heidi Scott **Phone** (801) 282-9066
6. **The sponsoring charter school is located in which school district?** Jordan School District
7. **Attach a list of individuals designated to receive founder status of the sponsoring charter school and clearly indicate the percentage of students enrolled at your school for the past three years under founder preference (Attachment 1).**
8. **Satellite School** Hawthorn Academy – Satellite Campus
9. **Street Address** TBD **Phone** TBD
10. **City** South Jordan/West Jordan
11. **This is a school located in an area:** ☐ Rural ☒ Urban
12. **Chief School Officer** Heidi Scott **Phone** (801) 282-9066
13. **The satellite school is located in which school district?** Jordan School District
14. **List all duly elected and appointed current board members of the school (Attachment 2).**
15. **Percentage of minority students at sponsoring school, percentage of minority students in sponsoring school's district of residence, and estimated percentage of minority students at satellite school.**

The percentage of minority students enrolled at Hawthorn Academy is slightly lower than the minority enrollment rate across Jordan School District. For the 2012-13 school year, Hawthorn Academy

reported a minority enrollment rate of 16.4%. In comparison, Jordan School District reported a minority enrollment rate of 20.9% for the 2012-13 school year. Taking this information into account, it is expected that the minority enrollment rate at the Hawthorn Academy satellite school (the "Satellite") will range from 15-18%.

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

The percentage of students with disabilities receiving Special Education services at Hawthorn Academy is slightly higher than Jordan School District's rate. The prevalence rate at Hawthorn, based on the December 1, 2013 SCRAM report, was 12%. In comparison, Jordan School District reported a prevalence rate of 11% for the 2012-13 school year. Taking into account the last three years of prevalence rates, it is expected that the percentage of students with disabilities needing Special Education services at the Satellite will be between 10-12%.

17. **What makes this satellite school unique or needed?**

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, set and reach personal goals, and become lifelong seekers of knowledge. At Hawthorn Academy, students develop self-respect and self-discipline in a safe and supportive environment. Hawthorn Academy utilizes the prestigious International Baccalaureate Program (IB) to ensure 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 utilized by the school.

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. Hawthorn Academy has made curriculum choices based on extensive research and documented success and believes that the school's core curricula effectively addresses the academic needs of all age and learning levels.

Hawthorn Academy has established itself as a leader in community outreach and has hosted several town hall meetings with local and state elected representatives. The school's Governing Board has been consistent in membership and training.

It is our belief that Hawthorn Academy's unique educational program has led to our reputation of excellence within our community. This reputation has resulted in annual waiting pools consisting of 1,400 to 2,000 students, with 93% seeking positions in grades K-6. At Hawthorn Academy: we are completing our 5th year of operation; we have purchased our building; we have enjoyed the same director since opening; and we have established strong academics with an excellent reputation in the charter school and district communities.

For many years, members of our community have requested that Hawthorn Academy expand or establish a satellite. Based on the requests over the past few years, our track record of stability, and our sincere belief in the educational program offered at Hawthorn Academy, we are now seeking approval of a satellite school to expand the reach of our program.

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

At Hawthorn Academy, we believe that every student should have an equal opportunity to receive an education. Therefore, at both Hawthorn and its Satellite, all students are entitled to a free and appropriate education, and individuals with disabilities will be afforded that same opportunity regardless of disability and severity. The Satellite will offer a variety of program options for students based on their individual needs and as outlined in the student's Individualized Education Plan (IEP) by offering a full continuum of alternative placements. From least to most restrictive, the placements offered will be:

General Education with Supports/Consultation: a service pattern in which special educators or related service providers work with the general education classroom teacher offering specialized teaching techniques, support, and assistance for the student with a disability in the general education classroom.

Resource Program: a service pattern within each school where specialized instruction for students with disabilities is provided in a "pullout" type program. Students will receive instruction directly in a resource classroom for part of their school day.

Self-Contained Program: a service pattern in which the majority, at least half, of instruction is provided by special educators and related service providers in a classroom specifically identified as the special education classroom.

Home and Hospital Program: a service pattern in which the specialized instruction is provided within the home setting or is provided by an outside agency if the student is hospitalized. This option is available for students who are unable to attend school due to physical illness, injury or serious emotional problems.

In order to safeguard the appropriate implementation of special education services in the variety of program options, the Satellite will adhere to Hawthorn Academy's Special Education Policy and Procedures Manual approved by the Governing Board in February 2010 and subsequently by the USOE. This manual 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. This manual will be 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. The following areas are covered in this manual:

- 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).

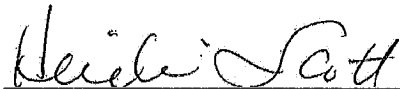
19. **Written certification that the sponsoring charter school currently satisfies all requirements of state law and Board rule (Attachment 3).**
20. **Detailed description of governance structure for satellite school, including appointed and elected members (Attachment 4).**
21. **Municipality in which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

	GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE													TOTAL NUMBER OF STUDENTS (Enrollment cap)
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Year 1														
2015-16	104	104	104	104	108	108	108							740
Year 2														
2016-17	104	104	104	104	108	108	108							740
Year 3														
2017-18	104	104	104	104	108	108	108							740
Ultimate Enrollment	104	104	104	104	108	108	108							740

23. **Detailed financial plan for the satellite school for three fiscal years (Attachment 6).**
24. **Signed acknowledgement by sponsoring charter school governing board that they will submit any lease, lease-purchase agreement, or other contract or agreement relating to the satellite school's facilities or financing the satellite school facilities to the charter school office for review and advice prior to entering into the lease, agreement, or contract, as required in Section 53A-1a-507.9. Signed acknowledgement certifying board members' understanding that a physical site for the satellite school must be secured and under contract or appropriate permits obtained and ground breaking occurs no later than January 1 of the year the satellite school is scheduled to open (Attachment 7).**
25. **Evidence the entire amendment request document was received by the school district in which the sponsoring charter school is located, and the school district in which the satellite school will be located, as required in Section 53A-1a-505(1) (Attachment 8).**
26. **Signed acknowledgement by sponsoring charter school governing board that the board understands the satellite school shall be held accountable to its own performance agreement with the chartering entity (Attachment 9).**

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

Yes
36. **Who performs the financial accounting for the school (by name) and what are his/her credentials for accounting? (Attachment 18)**



Charter School Board Representative Signature

5/20/2014

Date



Charter School Principal/Director

5/20/2014

Date

ATTACHMENT 1
Hawthorn Academy Founder Preference

The following table lists the individuals who were given “founder” status as it applied to the establishment of Hawthorn Academy’s charter and preference in the school’s lottery, as well as the fall enrollment and the number/percentage of students enrolled under founder status for the past three years:

Hawthorn Academy Founding Members				
School Year		2013-2014	2012-2013	2011-2012
October 1 Enrolled Students		811	813	813
Baer	Heather	3	3	3
Bailey	Rachel	1	1	1
Betts	Greta	3	3	3
Butler	Carrie	2	1	1
Coons	Kim	0	0	0
Davis	Terry and Stacie	2	2	2
Dickinson	Jennifer	0	1	1
Eaton	Travis and Marcie	1	1	0
Harenberg	Laura	0	0	0
Hodgkin	Annemarie	4	3	3
Jensen	Diana	1	2	2
Johnson	Jamie	2	2	2
Johnson	Tamera	2	2	1
Mauldwin	Brian	0	1	1
Merrill	Valerie	1	1	1
Mickelsen	Tracy	1	1	1
Ormond	Lindsey	0	0	0
Peterson	Brent and Holly	2	2	3
Pettit	Meggen	3	3	2
Poll	Lori	0	0	0
Scott	Heidi	2	3	3
Swensen	John	0	0	0
Vorwaller	Kelli	1	1	1
Wegner (Larson)	Wendy	1	1	1
# Students of Founding Members		32	34	32
% of Founding Member Students		3.95%	4.18%	3.94%

ATTACHMENT 2
Board of Directors

The following individuals are those duly appointed to serve as members of the Hawthorn Academy Board of Trustees:

Heidi Scott, Board Chair
Jamie Johnson, Vice President
Meggen Pettit, Vice President
Greta Betts, Financial Coordinator
Diana Jensen, Secretary

ATTACHMENT 3
Certification of Compliance

The Board of Trustees of Hawthorn Academy certifies that the school currently satisfies all requirements of state law and board rule.

HAWTHORN ACADEMY

A handwritten signature in cursive script, reading "Heidi Scott", written over a horizontal line.

Heidi Scott, Chair
Board of Trustees

Hawthorn Academy/Satellite Governing Structure

Hawthorn Academy and the Hawthorn Academy satellite school will be governed by a single common board of trustees. The current board of trustees consists of the following individuals who serve in their respective capacities: Heidi Scott (Board Chair), Jamie Johnson (Vice President), Meggen Pettit (Vice President), Greta Betts (Financial Coordinator), and Diana Jensen (Secretary). The primary governance responsibilities of the board of trustees are to: protect the legal interests of the charter school; determine the vision/mission and set policy; exercise sound legal and ethical practices and policies; manage liabilities wisely; advocate good external relations with the community, school districts, media, neighbors, parents, and students; hire and evaluate the administrator; practice strategic planning; ensure adequate resources and manage those resources effectively; and assess the organization's performance. In the event of a vacancy on the board, the board of trustees elects, by majority vote, a successor.

In contrast to the governance responsibilities born by the board of trustees, the day-to-day management responsibilities of Hawthorn Academy and the Satellite will rest with each school's director. The director of each school will serve the chief administrator for the day-to-day operations of that school, as well as such other services and duties assigned by the board of trustees. As the administrative leader of their respective school, each director is accountable to the board of trustees for the successful day-to-day operations of their school. The director provides daily leadership for school staff and committees, and provides parents/stakeholders with information, and addresses their daily concerns. Additionally, the each director's daily operational responsibilities include maintaining the facility/grounds to ensure a safe environment that is conducive to learning, interpreting and implementing school policy, acting as the final arbitrator regarding student discipline, conducting teacher evaluations, and facilitating faculty meetings and in-service.

Hawthorn Academy teachers serve as classroom administrators for the day-to-day operations of the school. Teachers are responsible for understanding and implementing the Utah Core Standards as well as the school's instructional program and special emphasis. Teachers are responsible for the classroom instruction, conferring with parents/guardians to resolve student's behavioral problems, addressing parental concerns, monitoring of students and classroom assistants, establishment and enforcement of classroom rules, maintaining accurate and complete student records, and maintaining a safe classroom environment that is conducive to learning. Additionally, teachers are responsible for such other duties as are assigned by the school director or board of trustees.

ATTACHMENT 5
Satellite Location & Construction Certification

Although a specific location has not been identified, we have reviewed our enrollment and waitlist demographic information, and we have determined that a location in West Jordan/South Jordan is our optimal site for the Satellite. Currently, 84% of Hawthorn's registered students reside in these two cities. However, of the 1,490 students in Hawthorn's current waiting pool, over 700 of those students (or 47%) reside in West Jordan, and 230 additional applicants reside in South Jordan. Therefore, a satellite located in this area is most logical. Other factors that will contribute to our location selection include price, size and layout of the land, safety, traffic, proximity to public utilities, accessibility, and other factors that might contribute to the efficient development of a new charter school facility. To ensure the Satellite's facility is available on time, the Board of Trustees will have all appropriate contracts in place, all necessary permits obtained, and break ground no later than January 1st of the year the Satellite is authorized to open.

It is anticipated that the Satellite will be housed in a facility that consists of approximately 53,000-55,000 square feet and will be situated on approximately 5-7 acres. The physical facility will contain sufficient classroom/educational space (~26 classrooms designated as regular classroom space, special education space, or specialty class space), administrative offices (reception/secretary area, Director's office, counselor's office, etc.), teacher work and break room, restroom facilities, a library/media room, lunch room, adequate storage rooms, and a gymnasium/multipurpose room.

CERTIFICATION OF DISTRICT NOTIFICATION

The Board of Trustees of Hawthorn Academy certifies that no later than 15 days after securing a building site, it will notify Jordan School District of the exact location of the satellite school.

HAWTHORN ACADEMY


Heidi Scott, Board Chair

ATTACHMENT 6 3-Year Financial Plan

Charter School Name: Hawthorn Academy									
Pro forma Budget	Year One - 2015-2016			Year Two - 2016-2017			Year Three - 2017-2018		
	Operational			Operational			Operational		
Number of Students:	1550			1550			1550		
Grade Distribution:	K-9			K-9			K-9		
Revenue	Total			Total			Total		
Local Funding including anticipated fees from students	\$87,500			\$87,500			\$87,500		
Fee Basis if applicable:									
State Funding	\$8,550,776			\$8,683,972			\$8,788,667		
Private Grants & Donations									
Source: (specify) Federal IDEA and NCLB and Food Service Reimbursements	\$427,600			\$429,423			\$431,273		
Loans									
Commercial									
Private									
Other (specify): State start-up grant/ lunch fees / misc. revenue	\$209,236			\$200,875			\$212,538		
Total Revenue (see State Charter Funding Worksheet available at: http://www.schools.utah.gov/charterschools/Funding/Funding-Information.aspx)	\$9,275,112			\$9,401,770			\$9,519,978		
Expenses (insert lines as necessary to accommodate unique expenses)	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)									
Director or Principal	3.00	\$ 80,667	\$ 242,000	3.00	\$ 81,757	\$ 245,270	3.00	\$ 82,863	\$ 248,590
Other Administration: (specify) - Vice Principal	1.50	\$ 61,000	\$ 91,500	1.50	\$ 61,610	\$ 91,610	1.50	\$ 62,226	\$ 93,339
Office Manager	2.00	\$ 29,266	\$ 58,532	2.00	\$ 29,558	\$ 59,116	2.00	\$ 29,854	\$ 59,708
Other Administration: (specify)									
Teacher-Regular Ed	62.00	\$ 34,933	\$ 2,165,846	62.00	\$ 35,282	\$ 2,187,484	62.00	\$ 35,635	\$ 2,209,370
Teacher-Special Ed	3.50	\$ 37,833	\$ 132,416	3.50	\$ 38,212	\$ 133,742	3.50	\$ 38,594	\$ 135,079
Instructional Assistants	24.00	\$ 12,354	\$ 296,496	24.00	\$ 12,733	\$ 305,592	24.00	\$ 13,423	\$ 322,152
Instructional Assistants - Special Ed	10.00	\$ 10,800	\$ 108,000	10.00	\$ 10,908	\$ 109,080	10.00	\$ 11,017	\$ 110,170
Food Service Director	2.00	\$ 22,047	\$ 44,094	2.00	\$ 22,378	\$ 44,756	2.00	\$ 22,713	\$ 45,426
Food Service Assistants	7.00	\$ 6,480	\$ 45,360	7.00	\$ 6,545	\$ 45,815	7.00	\$ 6,610	\$ 46,270
Secretary	2.00	\$ 20,188	\$ 40,376	2.00	\$ 20,390	\$ 40,780	2.00	\$ 20,594	\$ 41,188
Business Manager/Bookkeeper									
IT Technician									
Program Facilitator/Instructional Support: IB Coordinator	1.50	\$ 45,280	\$ 67,920	1.50	\$ 45,733	\$ 68,599	1.50	\$ 46,190	\$ 69,285
Speech & Language Therapist			\$ -			\$ -			\$ -
Library/Media Specialist (Certified/Noncertified) (Circle)	2.00	\$ 23,372	\$ 46,744	2.00	\$ 23,605	\$ 47,210	2.00	\$ 23,841	\$ 47,682
Counselor (Certified/Noncertified) (Circle)	1.00	\$ 34,693	\$ 34,693	1.00	\$ 35,040	\$ 35,040	1.00	\$ 35,390	\$ 35,390
Substitute Teachers (daily basis)			\$ 52,700			\$ 52,700			\$ 52,700
Teachers Aids and Paraprofessionals									
Bonuses			\$ 64,100			\$ 64,100			\$ 64,100
401(k) Match									
Other: Payroll taxes for salaries and employee benefits			\$ 338,277			\$ 343,880			\$ 351,202
Employee Benefits (200)			\$ 677,400			\$ 701,100			\$ 724,800
Purchased Professional Services(300)									
Audiologist, Psychologist of related support services purchased through contract			\$ 91,500			\$ 96,035			\$ 96,995
Professional Employee Training and Development (330)			\$ 85,800			\$ 81,800			\$ 76,800
Official or Administrative Services in Support of Management (310)			\$ 570,000			\$ 570,000			\$ 570,000
Professional Educational Services (Curricular Support or Contracted Institutional Services) (320)			\$ 6,000			\$ 6,000			\$ 6,000
Legal (300)									
Audit Services (300)									
Web Site Development (300)									
Other: Tech Support			\$ 51,972			\$ 55,492			\$ 56,047
Purchased Property Services(400)									
Equipment or Vehicle Rental or Lease/Purchase Agreements									
Computer and related Equipment rentals									
Other Purchased Services (500)			\$ 12,000			\$ 12,000			\$ 12,000
Travel (580)			\$ 2,020			\$ 3,530			\$ 3,566
Transportation (Student) (510-513)			\$ 17,661			\$ 17,838			\$ 18,016
Personnel and Wage Records and Data Management									
Supplies(600)									
Instructional and other general supplies (610)			\$ 138,950			\$ 120,425			\$ 110,501
Library Instructional Aids/Books/Periodicals(640/645)			\$ 24,400			\$ 20,000			\$ 17,500
Textbooks (641)			\$ 271,363			\$ 160,163			\$ 138,323
Audiovisual Materials (646)									
Software (670)			\$ 3,000			\$ 3,000			\$ 3,000
Other (food and non-food purchases)			\$ 104,808			\$ 106,380			\$ 107,975
Other (printing; postage)			\$ 9,000			\$ 10,000			\$ 10,000
Total Instruction, Administration & Support			\$5,894,928			\$5,808,537			\$ 5,883,175

ATTACHMENT 6
3-Year Financial Plan

Operations & Maintenance			Total			Total			Total
Purchased Property Services(400)									
Facilities Rental or Lease (440)			\$ 756,653			\$ 841,949			\$ 858,788
Water, Sewage, Disposal Services									
Property Tax			\$ 25,000			\$ 100,000			\$ 103,000
Equipment or Vehicle Rental or Lease/Purchase Agreements									
Custodial Services			\$ 89,505			\$ 96,515			\$ 97,480
Purchased Property Services (landscaping, snow removal, building repairs)			\$ 57,164			\$ 63,000			\$ 63,631
Other Purchased Services (500)									
Property/Casualty Insurance (520/521)			\$ 46,803			\$ 47,271			\$ 47,744
Advertising and Marketing			\$ 9,500			\$ 7,000			\$ 6,000
Printing and Binding									
Phone/Communications			\$ 15,368			\$ 15,522			\$ 15,677
Supplies (600)									
Operational Supplies			\$ 16,121			\$ 16,282			\$ 16,445
Utilities and other Expendable Supplies (610-630)			\$ 94,672			\$ 100,618			\$ 101,625
Property (700)									
Land & Improvements									
Buildings									
Technology-Related Hardware (Computers etc.)			\$ 202,500			\$ 120,000			\$ 105,000
Furniture & Other Equipment			\$ 162,000			\$ 80,000			\$ 66,000
Debt Service and Miscellaneous Costs (800)									
Fees/Permits & dues			\$ 19,741			\$ 19,933			\$ 20,128
Loan Payments: 2010 Series Bond Payments			\$ 1,122,243			\$ 1,142,791			\$ 1,164,286
Other (security, copier lease)			\$ 12,500			\$ 13,500			\$ 13,500
Total Operations & Maintenance			\$ 2,629,770			\$ 2,664,381			\$ 2,679,304
Total Expenditures			\$8,524,698			\$8,472,918			\$ 8,562,479
Total Revenues			\$9,275,112			\$9,401,770			\$9,519,978
			Balance			Balance			Balance
Budget Balance (Revenues-Expenditures)			\$750,415			\$928,852			\$957,499
Budget Balance as Percentage of State Funding Revenues			8.09%			9.88%			10.06%

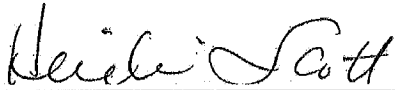
ATTACHMENT 7
Lease, Lease/Purchase, Contract Review Acknowledgement

CERTIFICATION OF FACILITY DOCUMENTATION REVIEW

The Board of Trustees of Hawthorn Academy certifies that it will submit any lease, lease-purchase agreement, or other contract or agreement relating to the satellite school's facilities or financing the satellite school facilities to the charter school office for review and advice prior to entering into the lease, agreement, or contract, as required in *Utah Code Ann.* § 53A-1a-507.9.

The Board of Trustees further certifies that its members understand that a physical site for the satellite school must be secured and under contract or appropriate permits obtained and ground breaking must occur no later than January 1st of the year the satellite school is scheduled to open.

HAWTHORN ACADEMY

A handwritten signature in cursive script, appearing to read "Heidi Scott", is written over a horizontal line.

Heidi Scott, Board Chair

ATTACHMENT 8
Evidence of District Notification



May 20, 2014

Shelley Nordick
Jordan School District
7387 S. Campus View Drive
West Jordan, Utah 84084

Sent via email to: shelley.nordick@jordandistrict.org

Re: Hawthorn Academy Amendment/Satellite School Application

Dear Shelley,

I wanted to begin by thanking you for all that you have done to improve education for students within Jordan School District. The purpose of this letter is to notify you that Hawthorn Academy intends to submit an Amendment Request for Satellite School to the Utah State Charter School Board seeking approval to open a satellite charter school within Jordan School District's boundaries. Please find a copy of the completed application attached to this letter. While we do not have a specific location selected at this time, we are exploring several options in the West Jordan/South Jordan area. We will notify the district as soon as a location is finalized, and we are committed to providing the district with continued enrollment information to facilitate your staffing and planning needs. After your review of our application, please feel free to contact us with any questions, recommendations, or concerns.

Thank you for your time,

A handwritten signature in cursive script, appearing to read 'Heidi Scott'.

Heidi Scott, Board President
Hawthorn Academy

Enclosure

HAWTHORN ACADEMY

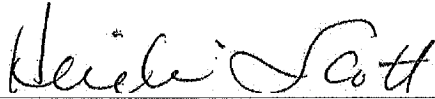
9062 South 2200 West, West Jordan, UT 84088 | 801.282.9066 phone | 801.727.0836 fax

Hawthorn Academy
Charter Amendment/Satellite Application

ATTACHMENT 9
Acknowledgment of Individual Performance Agreement

The Board of Trustees of Hawthorn Academy understands and acknowledges that its satellite school will be held accountable to its own performance agreement with its chartering entity.

HAWTHORN ACADEMY

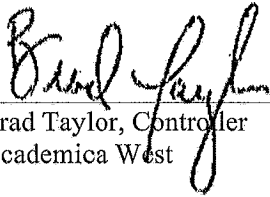
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Heidi Scott, Board Chair

ATTACHMENT 10
Evidence of Finance Training Attendance
Hawthorn Academy Balance Sheet

CERTIFICATION OF FINANCE TRAINING ATTENDANCE

On behalf of Hawthorn Academy, I certify that I (or my designee) have attended all mandatory charter school financial trainings required by the Utah State Office of Education.



Brad Taylor, Controller
Academica West

ATTACHMENT 10
Evidence of Finance Training Attendance
Hawthorn Academy Balance Sheet

10:29 AM
05/16/14
Accrual Basis

**Hawthorn Academy
Balance Sheet
As of May 15, 2014**

	<u>May 15, 14</u>
ASSETS	
Current Assets	
Checking/Savings	
8110-12 · US Bank Interest Fund	
8110-22 · US Bank Interest Money Market	277,373.78
8110-12 · US Bank Interest Fund - Other	1,107.24
Total 8110-12 · US Bank Interest Fund	278,481.02
8110-13 · US Bank Reserve Fund	
8110-23 · US Bank Reserve Money Market	1,228,270.31
8110-13 · US Bank Reserve Fund - Other	842.19
Total 8110-13 · US Bank Reserve Fund	1,229,112.50
8110-14 · US Bank Tax & Insurance	
8110-24 · US Bank Tax & Ins Money Market	2,250.24
8110-14 · US Bank Tax & Insurance - Other	35,769.03
Total 8110-14 · US Bank Tax & Insurance	38,019.27
8110-15 · US Bank Repair & Replacement	
8110-25 · US Bank Repair & Repl Money Mar	8,546.41
8110-15 · US Bank Repair & Replacement - Other	102,593.30
Total 8110-15 · US Bank Repair & Replacement	111,139.71
8110-16 · US Bank Expense	
8110-26 · US Bank Expense Money Market	524.99
8110-16 · US Bank Expense - Other	2,660.87
Total 8110-16 · US Bank Expense	3,185.86
8110-4 · PTIF	1,417,599.95
8110-6 · Zions Bank-Regular	571,931.14
8110-7 · Zions Bank-Local	1,351.21
Total Checking/Savings	3,650,820.66
Accounts Receivable	
8130 · Accounts Receivable	
8133 · State	0.12
Total 8130 · Accounts Receivable	0.12
Total Accounts Receivable	0.12
Other Current Assets	
8135 · Sales Tax Receivable	2,525.16
8155 · Receivable from State	-0.63
8190-2 · Security Deposits	20,000.00
Total Other Current Assets	22,524.53
Total Current Assets	3,673,345.31
Fixed Assets	
8200 · Capital Assets net of Accum Dep	
8201 · Audio-Visual Materials	91,052.48
8202 · Furniture, Fixtures & Equipment	65,536.20
8204 · Computer Hardware	349,997.33
8205 · Capitalized Software	41,539.10
8206 · Capital Improvements	14,586.00
8207 · Library Books	3,532.33
8210 · Land	2,703,917.95
8211 · Building	9,362,186.71
8299 · Accumulated Dep	-857,539.43
Total 8200 · Capital Assets net of Accum Dep	11,774,808.67
Total Fixed Assets	11,774,808.67

ATTACHMENT 10
Evidence of Finance Training Attendance
Hawthorn Academy Balance Sheet

10:29 AM
05/16/14
Accrual Basis

**Hawthorn Academy
Balance Sheet
As of May 15, 2014**

	May 15, 14
Other Assets	
9675-20 · Series 2010 B Bond Discount	218,801.36
9676 · Bond Issuance Cost	552,608.95
Total Other Assets	771,410.31
TOTAL ASSETS	16,219,564.29
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9510 · Accounts Payable	-28.60
Total Accounts Payable	-28.60
Other Current Liabilities	
9540 · Accrued Vacation	4,400.00
9555 · Accrued Payroll Taxes	683.70
9560 · Accrued Wages Payable	5,899.91
Total Other Current Liabilities	10,983.61
Total Current Liabilities	10,955.01
Long Term Liabilities	
9650 · Charter School Revolving Loan	-0.16
9670-10 · Series 2010 A Bonds	4,845,000.00
9670-20 · Series 2010 B Bonds	8,650,000.00
Total Long Term Liabilities	13,494,999.84
Total Liabilities	13,505,954.85
Equity	
9859 · Retained Earnings	1,683,401.20
Net Income	1,030,208.24
Total Equity	2,713,609.44
TOTAL LIABILITIES & EQUITY	16,219,564.29



February 11, 2014

Ms. Bridget McFall
Special Education Director
Hawthorn Academy
9062 S 2200 W
West Jordan, UT 84088

Dear Ms. McFall,

The Utah State Office of Education, Special Education Services (USOE-SES) has the authority and responsibility of monitoring compliance with federal and state requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and the Utah State Office of Education Special Education Rules (USOE SER). This responsibility is administered within the framework of supporting positive results for students with disabilities. The USOE-SES has re-conceptualized its accountability system to more effectively support LEAs in delivering compliant special education programs which lead to positive outcomes for students with disabilities. Several stakeholders were involved in the revision process and provided input and feedback regarding this process. The USOE-SES will provide differentiated levels of monitoring and support to LEAs based on the LEA's level of need. Levels of need will be determined by an annual data review conducted by the USOE-SES. While the USOE-SES monitoring and technical assistance efforts will continue to address compliance issues, most of our efforts will focus on working collaboratively with LEAs to develop and strengthen their capacity to implement, scale-up, and sustain LEA-level systems change.

The USOE-SES has completed the annual data review for the 2013–2014 school year. As a result of the data review Hawthorn Academy has been preliminarily placed in the **Universal Monitoring Tier**. The data used in making this determination are included in the table below.

Data	2013 Risk Score	Data Source	Description	Comments
SEA Concerns	1		The LEA has no findings or warnings from any USOE Departments (Teaching & Learning, Assessment, Special Education, Data & Statistics, Finance, etc.)	

ATTACHMENT 11
Hawthorn Academy UPIPS Executive Summary

Data	2013 Risk Score	Data Source	Description	Comments
Current APR	1	FFY 2011 APR Determination	The LEA meets requirements. The LEA is at or near the target for every indicator.	
Determination History	1	FFY 2009–2011 Determination History	The LEA is in “meets requirements” for at least 4 of the 5 prior years.	
Targeted Indicators	1	FFY 2011 APR Indicators 1, 2, 3 (math), 6, 7, 12, 13, 14	The LEA meets the target for all indicators within priority areas.	
Monitoring Results	1	Most recent LEA self-assessment or USOE on-site visit	The LEA had no findings of noncompliance or areas of concern in the most recent monitoring visit.	
LEA Internal Monitoring	3	UPIPS website or data provided by LEA	The LEA is not using the UPIPS self-monitoring system (or other USOE-approved LEA system) to review a representative number of IEP files annually.	This is a new requirement for 13-14 and Hawthorn has already begun to use USOE’s UPIPS website to monitor files. This will be done on a yearly basis.
PIP & Progress on PIP	1	LEA submitted PIP and/or PIP Progress Report	The LEA has submitted a Program Improvement Plan (PIP) on time, which addresses the areas of identified need. The LEA reports verifiable progress toward achievement of goals identified in the PIP.	
Dispute Resolution	1	2012–2013 Dispute Resolution Data	The LEA has no complaints or due process proceedings with findings.	
Data Timeliness, Quality, and Trends	1	2012–2013 Data submissions	Data was accurate and submitted in a timely manner.	

ATTACHMENT 11
Hawthorn Academy UIPS Executive Summary

Data	2013 Risk Score	Data Source	Description	Comments
Fiscal	2	2012-20123 Fiscal data	The LEA has one or more areas of concern related to the use of IDEA funds, as identified in the FICAM Risk Rubric.	Findings on the LEA annual audit, inventory control, use of funds for voluntary CEIS, timely liquidation of funds.
Administration	2	2012-2013 Special education director and LEA leadership	The LEA has a new special education director, and/or LEA leadership does not demonstrate an understanding of IDEA requirements.	As per Tiffanie Owens (3/7/2014) at the USOE, this score was in error, Hawthorn should have received a risk score of 1 in this area.

If you disagree with the data or monitoring tier you have been placed in, please contact Tiffanie Owens within 30 days of this letter. If you have any additional questions, please call Tiffanie Owens at (801) 538-7806.

Sincerely,

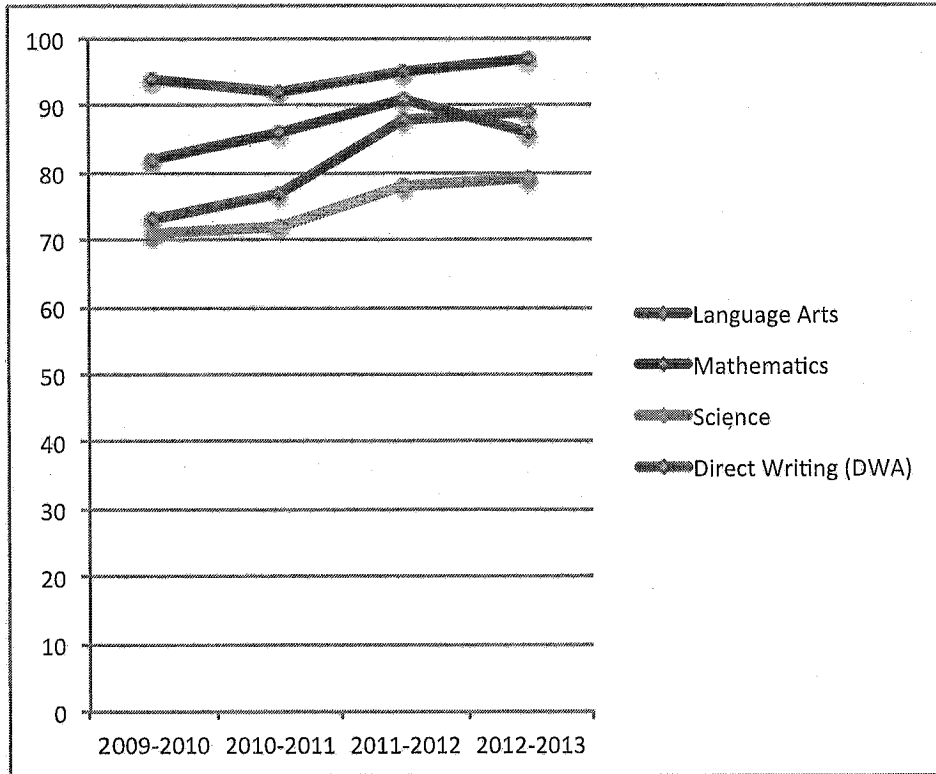


Tiffanie Owens
Monitoring Specialist

ATTACHMENT 12

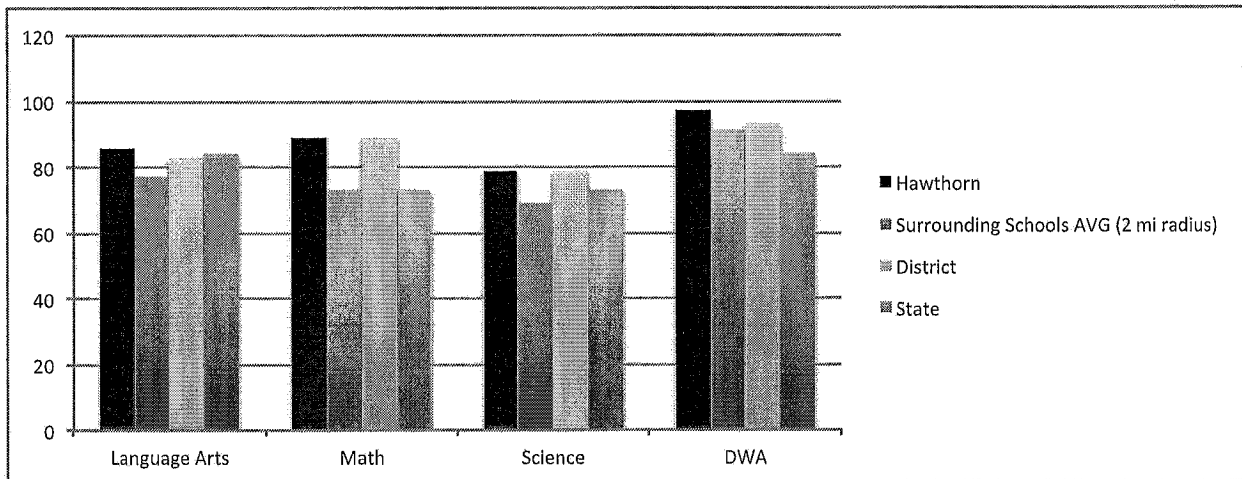
Hawthorn Academy Student Performance Data

The graph and table below provide Hawthorn Academy's student data performance for the past four school years in Language Arts, Mathematics, Science and the Direct Writing Assessment. Subsequent tables and graphs provide relevant student performance data through comparison of Hawthorn Academy to averaged student performance scores reported by the schools located within a 2-mile radius, the Jordan School District, and statewide averages.



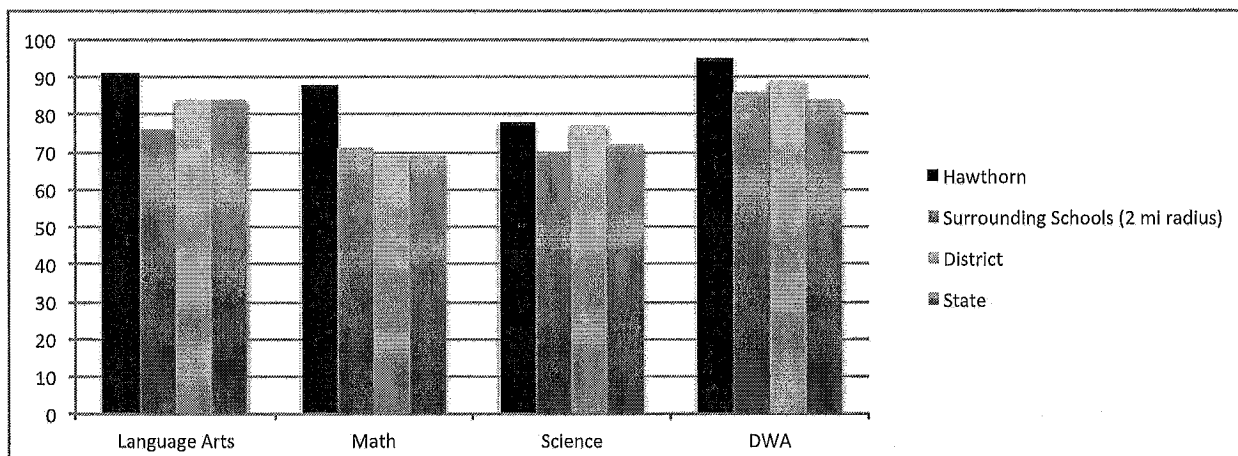
HAWTHORN ACADEMY Proficiency Rates				
	2009-2010	2010-2011	2011-2012	2012-2013
Language Arts	82	86	91	86
Mathematics	73	77	88	89
Science	71	72	78	79
Direct Writing (DWA)	94	92	95	97

ATTACHMENT 12
Hawthorn Academy Student Performance Data



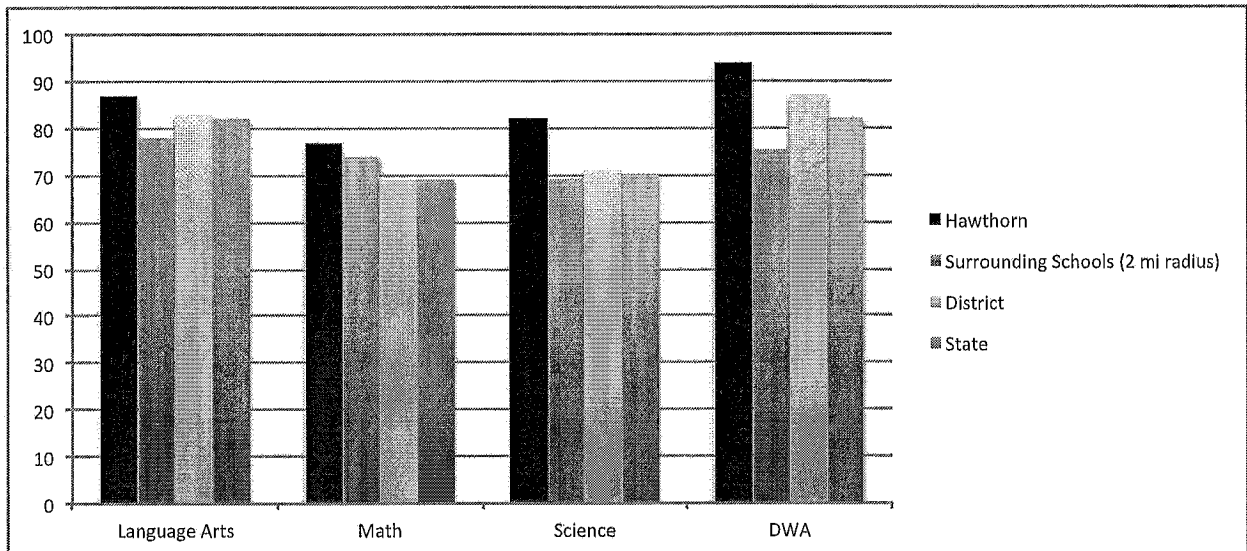
Proficiency Rate Comparisons 2012-2013				
	Language Arts	Math	Science	DWA
Hawthorn	86	89	79	97
Surrounding Schools AVG (2 mi radius)	77	73	69	91
District	83	89	79	93
State	84	73	73	84

ATTACHMENT 12
Hawthorn Academy Student Performance Data



Proficiency Rate Comparisons 2011-2012				
	Language Arts	Math	Science	DWA
Hawthorn	91	88	78	95
Surrounding Schools (2 mi radius)	76	71	70	86
District	84	69	77	89
State	84	69	72	84

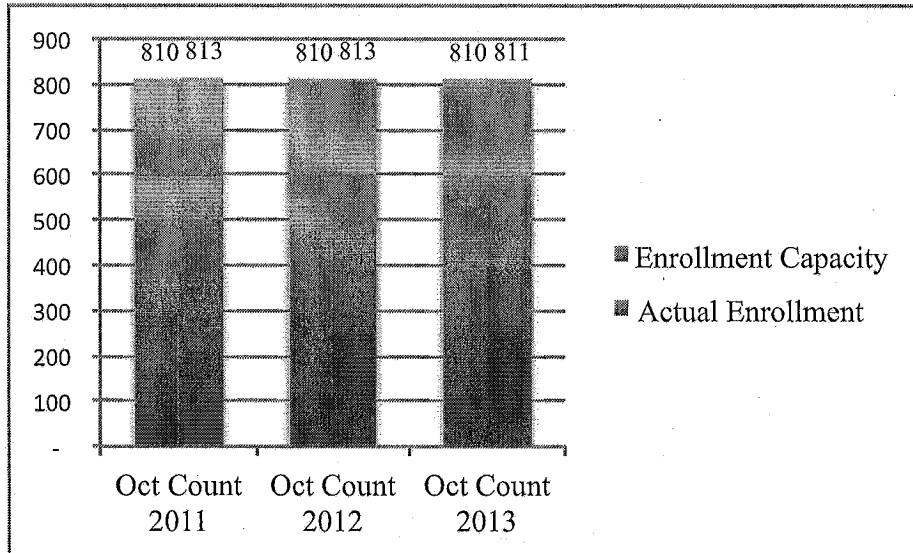
ATTACHMENT 12
Hawthorn Academy Student Performance Data



Proficiency Rate Comparisons 2010-2011				
	Language Arts	Math	Science	DWA
Hawthorn	87	77	82	94
Surrounding Schools (2 mi radius)	78	74	69	75
District	83	69	71	87
State	82	69	70	82

ATTACHMENT 13
Hawthorn Academy Student Enrollment Data

The graph and table below depict Hawthorn Academy's fall enrollment, authorized enrollment, percent of capacity, and re-enrollment for the past three years.



	Enrollment Capacity	Actual Enrollment	Percent of Capacity	Student Re-enrollment Rate
Oct Count 2011	810	813	100.4%	92%
Oct Count 2012	810	813	100.4%	87%
Oct Count 2013	810	811	100.1%	91%

ATTACHMENT 14
Summary Description of Satellite School Services

Hawthorn Academy implemented the Utah Common Core, as defined, to provide students with a strong educational foundation as will the Hawthorn Academy Satellite.

It is important to note that the Satellite's vision, consistent with Hawthorn Academy, is methodology-based around IB, not curriculum-based. Our initial curriculum selections will be chosen on their merits of aligning with our vision, but Hawthorn Academy's Satellite reserves the ability to make requests for adjustments and changes in individual curricula to the Hawthorn Academy Governing Board. All curriculum decisions, involving textbooks, will be consistent across campuses, with supplemental curriculum decisions being campus-based with emphasis being given to needs of students and student outcomes.

Literacy

The Language Arts program at Hawthorn Academy's Satellite will be based on the philosophy and ideals of the Balanced Literacy model which incorporates all reading approaches, realizing students need to use multiple strategies to become proficient readers and writers. By combining whole language with phonics-based teaching methods, students will acquire language skills in the way that they learn best and will learn the concepts with deeper understanding. Balanced Literacy incorporates the following broad categories to teach literacy:

Reading

- Reading aloud to children
- Shared reading - whole class
- Guided reading - small group
- Independent reading

Writing

- Shared writing - whole class
- Interactive writing - whole class
- Writer's workshop - small groups or individual
- Independent writing

Language Arts

Grades K-4 will be using The Spalding Method, which is a total language arts approach that integrates spelling, writing and reading. The Spalding program is an excellent fit for our IB teaching methodology as it is designed to teach and promote critical thinking skills. Spalding is a multi-sensory program that utilizes kinesthetic, auditory, visual and tactile pathways to the brain to teach spelling (including phonics and handwriting), writing, and listening/reading comprehension. Spalding is also a diagnostic method so that instruction can be tailored to meet each child's individual needs. Spalding is not a one-size-fits-all approach; specifically, it is highly effective for both general and special education students and those for whom English is a second language because it is a diagnostic method, where assessment for learning is continuous so that instruction can be tailored to meet each child's individual needs.

Students will have reading and writing modeled to them by their teacher, and they will also have ample opportunity to read and write in groups and individually. Our Balanced Literacy program will also include phonics, grammar, writing and penmanship. The Satellite will also emphasize and facilitate the acquisition of a second language.

Grades 1-6 will also use engaging fiction and nonfiction literature which will have accessible text. Students will develop reading skills, oral language, vocabulary and writing to build a strong foundation and a love of

ATTACHMENT 14

Summary Description of Satellite School Services

reading. A reading basil will promote mastery of phonological awareness, oral language, comprehension, vocabulary, fluency, writing, and will provide multiple opportunities for test prep and practice. Writing instruction will follow the strategies incorporated into the new Utah Core Standards, such as mapping, organizers, and rubrics for assessment.

Science

The science curriculum will meet the Utah Core Standards, and we will rely on resource books created by the Utah State Office of Education. These books are superb and cover all the objectives of each state standard and benchmark. The books assist the teachers in integrating curriculum with Language Arts and Mathematics; an important aspect of trans-disciplinary learning. Technology, new approaches in effective teaching of inquiry processes, and better ideas for presentation of science materials are included in these resources from the State.

Social Studies

Our social studies program will follow the Utah Core Standards with supplements. Students will also engage in community service projects, reading activities, videos, historical fiction books, maps, individual projects, and hands-on activities. Students will learn geography and cartography through the use of computers and individual research projects that are grade level appropriate. In grades five and six, students will take on a service project. Through community service projects, students learn about society, how they fit into it, and how they can make a difference. Students will also learn about Utah history from sources like "The Utah Adventure."

Arts

Hawthorn Academy believes in order for children to reach their full potential they need to develop both hemispheres of the brain. Research shows that Art Education can improve scores in core subjects up to twenty percent. Consequently, our students will have an opportunity to develop their creative skills by participating in art on a regular basis.

Visual Arts

Visual Art Education will be studied through the "Meet the Masters" curriculum. Meet the Masters is a three-step art education curriculum and is a creative multi-media approach for children to "meet" famous artists. Students love the artist voices, interactive assemblies with costumes, era music, hundreds of images, and finally creating their own masterpieces. Meet the Masters meets all of the National Visual Arts Standards. Over the course of four years, a student learns from thirty-two new artists, while steadily advancing in artistic skills and vocabulary.

Music

Hawthorn Academy's Satellite music education will be taught through the Kodály Concept. At the heart of the Kodály Method is Kodály's belief that music literacy is the right of every human being. Kodály stressed that anyone who is capable of reading language is also capable of reading music. He urged that music education be accessible to everyone, not just to the musically gifted. He felt that no education could be complete without music, and that it was therefore the schools' obligation to offer quality music instruction. Kodály stressed that music be taught daily as a part of the core curriculum and given equal importance as to language and mathematics.

ATTACHMENT 14

Summary Description of Satellite School Services

Educational Technology

We believe that technology is an important and critical foundation for all individuals who live in our technologically advanced world. Every student at Hawthorn Academy's Satellite will constantly be exposed to computers, interactive web-based curricula, interactive teaching devices, computer operating systems, word processing, graphs, spreadsheets, and presentations and other forms of technology. Students will also be required to learn the basics of the "digital" information age. All students will become proficient at typing skills as well as the basics of effectively navigating and operating a computer, file systems, user interface, web browsers, graphic arts, presentations, etc.

Spanish – All Grades

Hawthorn Academy will offer instruction in Spanish which enhances learning in every subject and brings fullness of understanding to a student's learning experience. Students in Kindergarten through the 6th grade will be exposed to a second language and build vocabulary fluency through fun and age-appropriate lessons.

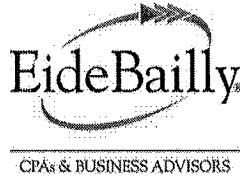
Mathematics

Hawthorn Academy's Satellite will select a primary math curriculum consistent with the main campus. Our selection of Math Curriculum will be based on the following criteria: the overall math program must be compliant with the Utah Core Standards; the math program must be a natural and appropriate fit with the International Baccalaureate teaching methodology; the math program should be balanced in that it incorporates the best of traditional math programs (math mechanics) with standards-based math principles (manipulatives, concepts, etc.); the math program must be well written and able to integrate teachers, students and parents in the education of math principles to students. Because Hawthorn Academy is parent-focused, the ability of parents to assist their children in the learning of math principles is critical; and the publisher must have a proven and reputable track record of delivering quality content. As noted above, all curriculum decisions, involving textbooks, will be consistent across campuses, with supplemental curriculum decisions being campus-based with emphasis being given to needs of students and student outcomes.

Curriculum Adjustments and Assessment

Hawthorn recognizes that the Utah Core Standards will continue to change as will resources available to meet the core standards. The Satellite will use supplemental curriculum and make needed adjustments in textbook adoptions. The Governing Board, along with the administration, are committed to excellence in curriculum resources for the students of the Satellite and will adjust the curriculum described above as needed in order to meet state requirements, excel in academic achievement, and align with the IB program.

The Satellite will utilize extensive data analysis on curriculum-based assessments as well as formative and summative assessments provided by the State (SAGE). Grade level teams and cross-curricular teams will review assessment data on individual students, groups of students such as economically disadvantaged, gender, special education, ELL, etc., grade level and cohorts (4th to 5th grade growth). Data analysis will drive individual student-based instructional interventions. Multi-Tiered Systems of Support (MTSS) will be used to provide remediation and enhancement for students. MTSS works well in conjunction with the IB program. The Governing Board currently receives regular updates on academic achievement from the administration and will continue to focus on student-based outcomes at both campuses.



**Independent Auditor's Report on Compliance and on Internal Controls Over
Compliance in Accordance with the *State of Utah Legal Compliance Audit Guide***

To the Board of Directors
Hawthorn Academy, Inc.

REPORT ON COMPLIANCE

We have audited the Hawthorn Academy, Inc.'s compliance with the general and major state program compliance requirements described in the *State of Utah Legal Compliance Audit Guide* for the year ended June 30, 2013.

The general compliance requirements applicable to Hawthorn Academy, Inc. are identified as follows:

School Fees

The Academy received the following major assistance programs from the State of Utah:

Minimum School Program

Management's Responsibility

Compliance with the requirements referred to above is the responsibility of Hawthorn Academy, Inc.'s management.

Auditor's Responsibility

Our responsibility is to express an opinion on Hawthorn Academy, Inc.'s compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the *State of Utah Legal Compliance Audit Guide*. Those standards and the *State of Utah Legal Compliance Audit Guide* require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on Hawthorn Academy, Inc. and its major programs occurred. An audit includes examining, on a test basis, evidence about Hawthorn Academy, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Hawthorn Academy, Inc.'s compliance with those requirements.

Opinion

In our opinion, Hawthorn Academy, Inc., complied, in all material respects, with the general compliance requirements identified above and the compliance requirements that are applicable to each of its major state programs for the year ended June 30, 2013.

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REPORT ON INTERNAL CONTROL OVER COMPLIANCE

Management of Hawthorn Academy, Inc. is responsible for establishing and maintaining effective internal control over compliance with the compliance requirements referred to above. In planning and performing our audit, we considered Hawthorn Academy, Inc.'s internal control over compliance to determine the auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Hawthorn Academy, Inc.'s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses in internal control over compliance. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses may exist that have not been identified.

Purpose of Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Eide Bailly LLP

Ogden, Utah
November 20, 2013



**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON
AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

**To the Board of Directors of
Hawthorn Academy, Inc.**

We have audited the financial statements of Hawthorn Academy, Inc., (the "Academy"), a nonprofit corporation, as of and for the year ended June 30, 2012, and have issued our report thereon dated November 21, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of the Academy is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the Academy's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify a deficiency in internal control over financial reporting that we consider to be a material weakness, as defined above.

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5929 Fashion Point Dr., Ste. 300 | Ogden, UT 84403-4684 | T 801.621.1575 | F 801.627.2911 | EOE

ATTACHMENT 15
Annual Financial Audit – Management Letters

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Academy's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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

Eide Bailly LLP

November 21, 2012



Schmitt, Griffiths, Smith & Co.
CPAs & Business Advisors

Stuart L. Thoden, CTR, CPA
Dan E. Milne, MM, CMA, CPA
Nikki J. Thon, MAcc, CPA
Kenneth D. Jeppesen, MAcc, CPA
Eric C. Johnson, MAcc, CFP, CPA

Harlan R. Schorje, MBA, CPA
Brent H. Griffiths, MBA, CPA
Sherman H. Smith, MBA, CPA
Mark C. Farrelis, CPA

**INDEPENDENCE AUDITORS' REPORT ON LEGAL
COMPLIANCE IN ACCORDANCE WITH THE
STATE OF UTAH LEGAL COMPLIANCE AUDIT GUIDE**

**To the Board of Directors of
Hawthorn Academy, Inc.**

We have audited the accompanying financial statements of Hawthorn Academy, Inc., (the "Academy") a nonprofit corporation, for the year ended June 30, 2011, and have issued our report thereon dated November 28, 2011. As part of our audit, we have audited the Academy's compliance with the requirements governing types of services allowed or unallowed; eligibility; matching, level of effort, or earmarking; reporting; and special tests and provisions applicable to each of its major State assistance programs as required by the *State of Utah Legal Compliance Audit Guide* for the year ended June 30, 2011. The Academy received the following major assistance programs from the State of Utah (passed through the State Office of Education):

Minimum School Program

The management of the Academy is responsible for its compliance with the compliance requirements identified above. Our responsibility is to express an opinion on compliance with those requirements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards*, issued, by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether material noncompliance with the requirements referred to above occurred. An audit includes examining, on a test basis, evidence about the Academy's compliance with those requirements. We believe that our audit provides a reasonable basis for our opinion.

Our audit does not provide a legal determination on the Academy's compliance with these requirements.

The results of our audit procedures disclosed no instances of noncompliance with the requirements referred to above.

In our opinion, Hawthorn Academy, Inc. complied, in all material respects, with the requirements governing types of services allowed or unallowed; eligibility matching, level of effort, or earmarking; reporting; and special tests and provisions that are applicable to each of its major state assistance programs for the year ended June 30, 2011.

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ATTACHMENT 15
Annual Financial Audit – Management Letters

The report is intended for the information and use of management of the Academy and is not intended to be and should not be used by anyone other than those specified parties. However, the report is a matter of public record and its distribution is not limited.

Schmitt, Giffels, Smith & Co.

November 28, 2011

ATTACHMENT 16
Satellite School Staffing – Summary Description

The following list comprises a summary description of administration, teachers, and other staff to be hired for the Hawthorn Academy satellite school:

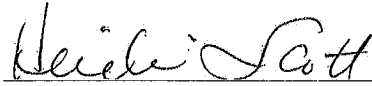
- (2) Administrators
- (.5) Vice Principal
- (.5) Office Manager
- (1) Secretary
- (26) Teachers – Regular Ed
- (1.5) Teachers – Special Ed
- (3) Kindergarten Teachers
- (1) International Baccalaureate Program Coordinator
- (7) Instructional Assistants
- (4) Instructional Assistants – Special Ed
- (1) Food Services Director
- (3) Food Services Assistants
- (1) Library/Media Specialist

ATTACHMENT 17
Hawthorn Academy Agreement
Audit & Monitoring Compliance

CERTIFICATION OF COMPLIANCE WITH AUDITS & MONITORING

The Hawthorn Academy Board of Trustees hereby agrees to cooperate with audits and monitoring associated with determining whether the charter school fully satisfies the requirements to apply for a satellite school.

HAWTHORN ACADEMY

A handwritten signature in cursive script, reading "Heidi Scott", written over a horizontal line.

Heidi Scott, Board Chair

Brad Taylor
290 North Flint Street
Kaysville, UT 84037

Telephone: (801) 444-9378
Email: brad@academicawest.com

Education

Weber State University – Ogden, Utah
Masters of Accountancy, May 2004
Bachelor of Arts, 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 State Case Seminar–2003

Work Experience

2004 – 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.

2005 - Present

Academica West - Kaysville, Utah

CFO - Responsible for oversight of all accounting and finance activities. Oversee staff of eight in annual audits, IRS 990 filings, and debt compliance requirements for 17 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.