

**State:**

Utah

**PR Award Number:**

S282A240002

**Duration (Years):**

3 Years

**Year 1 Funding:**

\$1,243,200

**Total Expected Funding:**

\$2,000,000

**Custom Class Charter School's Address:**

3083 E 2890 South Circle  
St. George, UT 84790

**Grades Served:** K-12**Director/Principal Contact:**

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## Custom Class Charter School

Custom Class Charter School (Custom Class) is a statewide, public charter that reimagines education through rigorous academics and personalized learning pathways aligned with Utah's Portrait of a Graduate. Built for families seeking more flexible and individualized approaches, Custom Class empowers students to master essential knowledge and life skills at their own pace with a lot of choice over the path they take to meet success criteria. The school fosters academic excellence, character development, and real-world preparedness by combining adaptive learning technologies with supportive in-person experiences and connections with community partners.

Custom Class sets itself apart by integrating online mastery-based instruction with opportunities for in-person engagement, mentorship, and project-based learning (PBL). Students actively participate in shaping their learning paths, supported by skilled educators who provide clear feedback and growth-oriented guidance. This model is designed to increase student ownership, promote leadership, and support academic and social-emotional success. Custom Class serves students seeking alternatives to traditional education, including those who have struggled in standardized systems. With its innovative instructional design, commitment to strong outcomes, and operational strength, Custom Class presents a dynamic and sustainable model that addresses the evolving needs of students and families across Utah.

**Goal 1:** ELA Growth for Educationally Disadvantaged Students: By the end of Year 2, at least one year of growth in English Language Arts

**Goal 2:** Math Growth for All Students: By the end of Year 2, at least one year of academic growth in mathematics.

**Goal 3:** Portrait of a Graduate Progress: By the end of Year 3, students in grades 6-12 will show measurable progress toward Utah's Portrait of a Graduate competencies.

**Goal 4:** Professional Development Completion: Instructional staff will complete a minimum of 12 hours of targeted PD.

**Goal 5:** Family Engagement Milestone: By the end of Year 2, 80% participation from families in teacher conferences or engagement events.

## **SECTION 1: EXECUTIVE SUMMARY**

Custom Class Charter School (Custom Class) is a statewide, public charter that reimagines education through rigorous academics and personalized learning pathways aligned with Utah's Portrait of a Graduate. Built for families seeking more flexible and individualized approaches, Custom Class empowers students to master essential knowledge and life skills at their own pace with a lot of choice over the path they take to meet success criteria. The school fosters academic excellence, character development, and real-world preparedness by combining adaptive learning technologies with supportive in-person experiences and connections with community partners.

As an independent public charter school, Custom Class operates with full authority over staffing, budgeting, curricular design, and school operations, meeting the federal charter definition under ESEA § 4310 (2). The school provides open access to all students and applies a random lottery for admissions when demand exceeds available space. Committed to equity and access, Custom Class upholds civil rights requirements and offers comprehensive services for students with disabilities and English Learners, ensuring that all learners receive tailored support.

Custom Class sets itself apart by integrating online mastery-based instruction with opportunities for in-person engagement, mentorship, and project-based learning (PBL). Students actively participate in shaping their learning paths, supported by skilled educators who provide clear feedback and growth-oriented guidance. This model is designed to increase student ownership, promote leadership, and support academic and social-emotional success. Custom Class serves students seeking alternatives to traditional education, including those who have struggled in standardized systems.

The school's governing board originated from a community-based initiative that empowered youth through mentoring and athletics. That mission has grown into an educational vision grounded in flexibility, equity, and personal growth. The board includes seasoned educators, nonprofit and community leaders, and experienced school founders with demonstrated expertise in finance, innovative instruction, and strategic oversight. This strong governance foundation ensures decisions reflect the mission and uphold the highest standards of accountability and educational excellence.

With its innovative instructional design, commitment to strong outcomes, and operational strength, Custom Class presents a dynamic and sustainable model that addresses the evolving needs of students and families across Utah.

To successfully launch this innovative model, Custom Class is seeking CSP grant funding to build the critical foundation to ensure the school opens with the infrastructure, tools, training, and support necessary to deliver on its mission of flexible, student-centered, and academically rigorous education from day one.

## **SECTION 2: EDUCATION MODEL**

### **A. PROJECT DESIGN**

#### **Educational Model & Growth Strategies (Math & ELA)**

Custom Class implements a mastery-based instructional framework built on evidence-based practices and aligned with Utah Core Standards. Drawing from research by John Hattie and Thomas Guskey, the model emphasizes student clarity, choice, and timely feedback. Students follow personalized learning paths using adaptive curriculum tools like Lexia, Imagine Learning, i-Ready, and BYU Independent Study, each selected to support flexible pacing and individual interests while ensuring rigorous academic standards are met.

Our growth strategy is anchored in three pillars: personalized learning, continuous assessment aligned to standards, and multi-tiered academic support. Students begin each unit with clear success criteria and goals developed by certified educators using Utah Core-aligned rubrics. Students then choose among several evidence-based curriculum tools-such as those listed above, based on their individual needs, learning preferences, and prior progress. Each tool delivers adaptive content and formative feedback that supports both struggling and advanced learners.

Custom Class uses a mastery-based approach: students progress only after demonstrating proficiency in essential standards. Our digital learning management system, Canvas, provides real-time tracking of student progress in math and ELA. Educators monitor dashboards and analytics daily to identify trends, implement reteaching cycles, and assign targeted interventions or enrichment activities.

To keep students on track to meet grade-level expectations, Custom Class implements tiered support systems. Tier 1 includes universal resources like a dedicated teacher on special assignment who will help orient and set goals with each student, create a customized blueprint of curricular and supplemental offerings to meet grade level learning goals, and offer regular check-ins, embedded scaffolding, and frequent feedback. Tier 2 support provides targeted small group instruction and tutoring opportunities and Tier 3 support offers individualized intervention plans to target specific needs with support from interventionists, community liaisons, teachers, and/or Family Service Center staff.

To ensure growth in math and ELA, Custom Class has established the following measurable goals:

1. ELA Growth Goal: At least 70% of educationally disadvantaged students will demonstrate one year of growth in ELA by Year 2, measured by meeting all grade level outcomes through established success criteria.
2. Math Growth Goal: The percentage of students demonstrating one year of growth in Math will be 70% by Year 2 measured by meeting all grade level outcomes through established success criteria.

To support these goals, instructional staff receive ongoing training in mastery-based pacing, personalized content delivery, and digital differentiation tools. These job-embedded professional development sessions are aligned with our academic goals and tracked for completion through PD modules in Canvas. By investing in personalized professional development, tools for regular student progress monitoring providing, and multi-tiered supports Custom Class will improve student growth percentiles and close learning gaps in ELA and math-especially for students from underserved communities.

### **Growth Plan & Enrollment Strategy**

Custom Class anticipates strong and steady enrollment growth, driven by statewide demand for customized education offerings. The school will launch with up to two Family Service Centers in Year 1, strategically located to ensure 85% of enrolled students are within one hour of in-person support. In Year 2, Custom Class plans to expand to up to three locations, based on geographic demand and growth milestones. Enrollment projections by grade level reflect a phased expansion model:

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>Year 1</b>	40	40	40	40	40	40	40	40	40	15	15	5	5	<b>400</b>
<b>Year 2</b>	50	50	50	50	50	50	50	50	50	50	30	20	10	<b>560</b>
<b>Year 3</b>	80	80	80	80	80	80	80	80	80	70	60	40	30	<b>920</b>

Projected enrollment by grade shows a strategic increase in upper grades over time. This reflects the school's plan to gradually scale its high school programming, including dual credit and college-prep offerings.

These projections are grounded in both qualitative and quantitative data gathered through a statewide needs assessment, which identified a gap in support for customized online education tailored to Utah families. Our market research demonstrated particularly high demand among families currently engaged in structured homeschool environments.

Custom Class has received early interest from many homeschooling families representing those aligned with our educational mission and flexible, student-centered learning model. These families, spanning rural, suburban, and urban regions, are particularly interested in workshops, resources, and in person opportunities we plan to offer at our family service centers. Early indicators show as many as 230 students already interested in enrollment to take advantage of these benefits, alongside other benefits that make our school unique, such as free college classes up to a bachelor's degree, development of portrait of a graduate skills, and partnerships with community organizations.

To reach our Year 1 enrollment target of 400, Custom Class will implement a multi-pronged recruiting strategy:

- Statewide Marketing Campaign: Digital advertising, social media, webinars, and Google ads targeting families interested in virtual and personalized education.
- Community-Based Outreach: Collaboration with libraries, recreation centers, after-school programs, and community organizations across the state.
- Referral Program: Families and educators will be asked to refer new enrollees and will be recognized for helping us grow.
- Information Sessions & Virtual Open Houses: Monthly online events to share the school's mission, curriculum, and enrollment process with prospective families.
- Strong Student Support Systems: High-quality academic support, real-time access to licensed teachers, and responsive family engagement, positioning Custom Class as a supportive and inclusive educational alternative.

By pairing realistic projections with robust recruitment and retention efforts, Custom Class is well-positioned to meet or exceed enrollment targets each year while maintaining quality and mission fidelity. This growth strategy is realistic, data-driven, and reflects both immediate demand and long-term scalability.

### **Professional Development Plan (Planning & Implementation)**

Custom Class has developed a robust, phased professional development (PD) plan designed to prepare staff for effective implementation of its mastery-based, student-centered educational model. Training spans both the planning and implementation periods and addresses instructional design, student support systems, and operational leadership.

Planning Period: During the planning year, Custom Class will leverage an awarded incubator grant to provide targeted professional development for its business administrator, the Chief Financial Officer. This early training ensures that the school's financial and operational infrastructure is sound and aligned with state compliance

standards and charter best practices. In parallel, the Executive Director and school leadership team will participate in training aligned to Custom Class's personalized learning approach, including mastery-based grading, formative assessment strategies, and digital curriculum integration. Partners such as the Utah State Charter School Board, the Utah Association of Public Charter Schools, and vetted PD providers will facilitate sessions on governance, school operations, and instructional leadership.

Implementation Period: Once the school launches, teachers and instructional staff will participate in personalized PD focused on three priority areas:

1. Mastery-Based Learning: Strategies for pacing, student goal-setting, and competency tracking.
2. Student Engagement & Differentiation: Training on personalizing content delivery and supporting diverse learners, including SPED and EL students.
3. Data-Informed Instruction: Use of formative assessments and learning dashboards to guide instruction and interventions.

All PD will be job-embedded and supported through ongoing coaching, peer collaboration, and feedback loops. An annual PD calendar will be established, with time dedicated during weekly collaborative planning sessions.

This structured and aligned professional development plan ensures that Custom Class administrators and teachers are fully prepared to implement the school's innovative model with fidelity, responsiveness, and continuous improvement.

### **Alignment with Mission & Vision**

Custom Class' mission, to empower students by establishing rigorous outcomes for learner development while providing customizable support tailored to the needs of learners and their families, is clearly reflected in every component of the proposed project design. Our educational model, professional development, and growth plan are not only aligned with this mission but are structured to ensure its full realization across all student demographics, including those historically underserved.

The core of Custom Class's educational model is its commitment to mastery-based progression and the development of Utah's Portrait of a Graduate competencies. Every student at Custom Class progresses based on demonstrated proficiency, not seat time, ensuring that academic achievement and life skills development is both meaningful and measurable. Instruction is grounded in clear success criteria, created by educators and aligned with the Utah Core Standards, that provide students with agency to choose from various curriculum tools and learning modalities. This rigorous yet flexible model

empowers students to pursue learning in personalized, engaging ways, fully aligned with the school's mission and vision.

Custom Class's emphasis on personalized pathways is further realized through the use of Family Service Centers, which provide in-person academic tutoring, hands-on project spaces (including makerspaces), wellness support, and access to social-emotional learning workshops. These centers extend learning beyond the online environment and underscore our commitment to holistic, real-world learning experiences. The integration of these centers also affirms our vision of preparing every student not only for academic success but for life, through community engagement, confidence-building, and essential life skill development.

Our growth plan reflects our commitment to mission fidelity. Starting with up to two strategically located Family Service Centers in Year 1 and expanding based on data-informed demand, Custom Class ensures that accessibility remains a cornerstone of our student support model. By designing these centers around community needs, we uphold our vision of meeting families where they are and helping each student thrive in a flexible educational environment.

Professional development is a central pillar of our implementation strategy. Teachers and staff are systematically trained in mastery-based learning, differentiation, and the use of real-time data to guide instructional decisions. This PD is embedded, ongoing, personalized, and mission-aligned, preparing teachers not only to implement the academic model but to act as mentors and facilitators of student-centered, personalized learning. Training on Portrait of a Graduate competencies ensures that all staff embrace and model the values of creativity, resilience, collaboration, and communication, reinforcing our commitment to whole-child development.

Together, these elements form a cohesive, mission-aligned strategy to deliver exceptional student outcomes. The Custom Class educational experience is designed not only to help students meet academic benchmarks, but to build the skills, confidence, and relationships necessary for lifelong success.

### **Feasibility & Sustainability**

Custom Class' design is not only innovative but also grounded in practical planning and strong financial stewardship, ensuring long-term sustainability and feasibility. From its staffing structure and phased growth model to its diverse funding strategies and robust resource allocation, every element of the school's plan supports its capacity to launch effectively and maintain operational excellence over time.

Custom Class's financial planning reflects a deep understanding of both startup and ongoing operational needs. The school has developed a detailed, multi-year budget that

includes realistic revenue and expenditure projections, built-in contingency funds, and adherence to conservative enrollment assumptions. The budget accounts for all major cost centers, including staffing, technology, curriculum, professional development, facilities, and student services. Notably, the plan includes line items for technology and internet access for every student, ensuring digital equity and uninterrupted access to online learning.

Staffing plans are realistic and scalable, aligned with enrollment projections and programmatic needs. Initial staffing includes administrative leadership, licensed teachers, SPED staff, technology support, and community liaisons. As the school grows, staff will be added incrementally to maintain low student-to-teacher ratios and ensure comprehensive academic and social-emotional support. The plan prioritizes hiring qualified staff who are trained in mastery-based learning and exhibit understanding of personalizing education.

Resource allocation reflects the school's mission-driven priorities. Investments are focused on systems that support mastery-based learning, real-time data monitoring, and access to personalized instructional tools. Ongoing professional development is embedded in the school's culture and budget, ensuring that instructional staff remain highly effective in serving diverse learners. The inclusion of Family Service Centers in the financial plan demonstrates a commitment to hybrid support structures that reinforce holistic student development and support for learning both in person and online.

In addition to state and federal funding, Custom Class has pursued grant opportunities, including this CSP grant, and private philanthropic contributions. The governing board includes individuals with deep experience in nonprofit development and educational finance, who will help diversify the school's funding streams. A portion of leadership time is allocated to grant-writing and partnership development to secure long-term financial stability.

Finally, operational feasibility is further supported by a strong governance and oversight structure. The board includes members with expertise in financial planning, charter school leadership, educational technology, and community development. This collective experience ensures that the school is well-equipped to address challenges, monitor progress, and adapt as needed.

Together, these elements, comprehensive budgeting, phased staffing, sustainable resource use, and strong leadership, form the foundation for a feasible and sustainable educational model. Custom Class is built not just to launch successfully, but to thrive over time, fulfilling its mission to provide personalized, mastery-based learning opportunities for Utah students statewide.

## **B. PROJECT GOALS**



## SMART Goals

Custom Class has defined the following SMART goals, which are directly aligned with our project activities and budget priorities, including investments in curriculum, instructional support, data systems, and PD:

1. ELA Growth for Educationally Disadvantaged Students: By the end of Year 2, at least 70% of educationally disadvantaged students (including students from low-income households, English Learners, and students with disabilities) will demonstrate at least one year of growth in English Language Arts, as measured by performance on assessments aligned to grade-level success criteria and benchmarked against state standards.
2. Math Growth for All Students: By the end of Year 2, 70% of all students will demonstrate at least one year of academic growth in mathematics, as measured by performance on assessments aligned to grade-level success criteria and benchmarked against state standards.
3. Portrait of a Graduate Progress: By the end of Year 3, at least 85% of all students in grades 6-12 will show measurable progress toward Utah's Portrait of a Graduate competencies (e.g., critical thinking, collaboration, resilience). Progress will be assessed using a school-developed rubric aligned to the state framework and applied to student-created performance-based tasks, capstone projects, and reflection artifacts.
4. Professional Development Completion: By the end of each academic year, 100% of instructional staff will complete a minimum of 12 hours of targeted PD, focused on data-driven instruction, mastery-based learning, and inclusive practices. Completion will be tracked through PD logs, sign-in sheets, and session evaluations.
5. Family Engagement Milestone: By the end of Year 2, Custom Class will achieve at least 80% participation from families in teacher conferences or engagement events, documented through event sign-ins, follow-up surveys, and digital engagement metrics.

These goals are specific, measurable, achievable, relevant, and time-bound, with a clear focus on improving outcomes for educationally disadvantaged students.

## Goal Tracking & Progress Monitoring

To ensure fidelity in implementation and accountability for outcomes, Custom Class will employ a goal-specific monitoring system aligned with our SMART goals. Each goal is paired with clearly defined data sources, timelines, and responsible parties to ensure consistent measurement and informed decision-making. Our approach integrates formative and summative assessments, disaggregated data analysis, and actionable

feedback loops to ensure that progress is continuously tracked and supports are adjusted in real time. This structure not only drives instructional improvement and equity but also supports transparency and compliance with CSP monitoring requirements.

#### ELA Growth for Educationally Disadvantaged Students:

- Measurement Tools: Curriculum-embedded ELA assessments, benchmark tests, and i-Ready diagnostics, portfolio submissions.
- Frequency: Weekly formative checks by teachers; monthly leadership reviews
- Subgroup Tracking: Disaggregated by SPED, economically disadvantaged, and EL status monthly.
- Adjustment Actions: Targeted small-group interventions, re-teaching, and instructional coaching following our MTSS framework.
- Progress Reporting: Included in quarterly board packets and CSP monitoring reports, as well as tracked on internal systems.

#### Math Growth for All Students:

- Measurement Tools: Unit assessments, online adaptive tools (e.g., i-Ready), benchmark tests, and portfolio submissions.
- Frequency: Weekly performance analysis by math teachers; monthly schoolwide data meetings
- Subgroup Tracking: Analyzed Monthly by key subgroups to inform equitable resource allocation
- Adjustment Actions: Tiered math support, tutoring, and math-specific PD
- Progress Reporting: Tracked on internal dashboards and reported quarterly to board

#### Portrait of a Graduate Progress:

- Measurement Tools: Rubric-aligned performance tasks, capstone projects, reflection artifacts, portfolio submissions.
- Frequency: Monthly performance analysis by teachers on special assignment; monthly schoolwide data meetings
- Subgroup Tracking: Monitoring for equitable participation and support in PBL experiences
- Adjustment Actions: Tiered support for participation in deeper learning. Mentoring, Social and Emotional Learning integration, and project scaffolding
- Progress Reporting: Tracked on internal dashboards and reported quarterly to board

#### Professional Development Completion:

- Measurement Tools: PD attendance logs, session feedback forms, and implementation reflections submitted in Canvas.
- Frequency: Tracked monthly; reviewed quarterly by leadership
- Subgroup Tracking: N/A
- Adjustment Actions: Adjust PD based on staff feedback and student outcomes
- Progress Reporting: Summary submitted annually in CSP grant reporting and to board quarterly.

#### Family Engagement Milestone:

- Measurement Tools: Sign-in sheets, digital attendance records, follow-up surveys
- Frequency: Tracked after each event; reviewed quarterly
- Subgroup Tracking: Monitored for equitable participation among all subgroups
- Adjustment Actions: Tailored outreach (e.g., translated materials, varied events)
- Progress Reporting: Reported to board and CSP reviewers annually and to board quarterly.

This goal-specific monitoring system ensures that each SMART goal at Custom Class is supported by clearly defined, measurable indicators. For every goal, the school has established actionable protocols for data collection, analysis, and response. This structured approach demonstrates Custom Class's readiness to meet CSP compliance and accountability requirements while driving continuous improvement.

Through this robust monitoring and goal tracking system, Custom Class ensures that our academic goals are not only aspirational but achievable and accountable. Our structure supports a data-rich environment where instructional decisions are informed by real-time evidence, equity remains central in our work, and outcomes are continuously improved through reflective practice. This strategic approach increases the likelihood of achieving strong results and provides the necessary foundation for ongoing success and sustainability.

### **C. PLAN FOR SERVING STUDENT NEEDS**

#### **Strategies to Monitor & Improve Academic Outcomes**

Custom Class defines a clear, structured approach to monitor and improve academic outcomes for all student populations, including EL, students with disabilities, economically disadvantaged students, and gifted learners. These strategies integrate mastery-based learning, data-informed instruction, and personalized support to ensure every student progresses toward academic benchmarks and Utah's Portrait of a Graduate. Our key strategies include:

- Real-Time Progress Monitoring: Custom Class utilizes a digital learning management system (Canvas) that tracks student progress daily. Dashboards provide real-time updates on assignment completion, formative assessment results, and mastery levels, enabling early interventions when needed.
- Standards Aligned Assessments: Teachers regularly use quizzes, project-based rubrics, reflections, and digital portfolios to assess student understanding and tailor instruction.
- Tiered Interventions & Academic Coaching: Students not meeting academic benchmarks receive layered interventions based on need. These include targeted tutoring, skill remediation, executive functioning coaching, and weekly academic progress meetings with intervention staff.
- Data-Informed Instruction & Professional Learning Communities: Educators participate in regular professional learning communities (PLCs) to analyze disaggregated student data and collaboratively adjust instructional strategies, groupings, and resource allocation to ensure equitable learning outcomes.
- Student Goal Setting & Reflection: Students are taught to set personal learning goals, track their progress, and reflect on outcomes. This practice builds ownership, motivation, and metacognitive skills linked to improved academic achievement.
- Competency-Based Progression: Students advance by demonstrating mastery of learning standards through performance tasks, projects, and assessments. Teachers use customized rubrics aligned with Utah Core Standards and Portrait of a Graduate outcomes to evaluate progress.

This system of continuous, data-driven monitoring ensures that academic supports are both timely and targeted, providing every Custom Class student with the opportunity to succeed, regardless of background or learning profile.

### **Identifying & Addressing Needs of Underserved & Educationally Disadvantaged Students**

Custom Class is committed to providing equitable, individualized education for all students, with targeted systems in place to identify and support underserved and educationally disadvantaged populations, including students with disabilities, ELs, and economically disadvantaged students.

Identification Process: Upon enrollment, families complete an intake questionnaire that gathers relevant information about home language and educational needs. Additional data from Individual Education Plans (IEPs), 504 plans, prior school records, state assessments are collected and reviewed. A designated team member leads the

evaluation process, collaborating with educational staff, school specialists, and related services to make sure students have all they need to succeed.

Once students' needs are identified through our intake and evaluation processes, Custom Class implements a comprehensive range of targeted interventions designed to ensure all learners, particularly those who are underserved or educationally disadvantaged, receive the resources and support necessary for success. These support strategies and interventions are tailored by student group and grounded in best practices for equity and inclusion:

- Students with Disabilities: IEPs are developed and implemented in collaboration with families and qualified special education staff. Students receive services such as accommodations and access to specialized instructional resources aligned with their goals.
- English Learners: EL are supported through sheltered instruction, targeted language development sessions, and integration of language objectives into core content. Progress is monitored using WIDA-aligned assessments and formative data.
- Economically Disadvantaged Students: The school proactively removes barriers to access by providing devices, internet assistance, transportation, and flexible academic pacing. Students receive additional mentoring, tutoring, and check-ins from support staff.

Staffing and Monitoring: A team of trained professionals, including SPED teachers, EL instructors, interventionists, and teachers on special assignment, work together to deliver tiered supports and monitor progress. Data is reviewed regularly to adjust interventions, ensure service fidelity, and communicate with families. The school uses disaggregated academic and engagement data to guide decision-making and ensure accountability for closing opportunity gaps.

This structured, student-centered approach ensures Custom Class identifies and supports underserved students with precision, compassion, and evidence-based strategies tailored to their individual needs.

### **Equitable & Inclusive Practices**

Custom Class is committed to fostering an inclusive and equitable learning environment where all students, regardless of race, background, identity, ability, or income, can access high-quality education and thrive. The school has established a comprehensive plan with clear policies, training, and implementation strategies to ensure that equitable and inclusive practices are embedded into every aspect of school operations.

Accessibility Accommodations: All instructional content will be designed and delivered with universal design for learning (UDL) principles. Students with disabilities will receive accommodations as outlined in their IEPs or 504 plans, with support from specialized staff and embedded assistive technologies. Our online platform will meet or exceed Web Content Accessibility Guidelines 2.1 accessibility standards, and Family Service Centers provide in-person resources and academic support for students who need additional access or connectivity.

Equitable Access Policies: Custom Class will ensure that enrollment, participation in programs, and access to offerings are free from discrimination and barriers. All communication and outreach will be multilingual, accessible, and representative of Utah's diverse communities. Marketing and admissions efforts will intentionally reach underserved and historically marginalized groups.

Custom Class will ensure that every student has access to a safe, inclusive, and high-quality learning experience.

## **D. FAMILY AND COMMUNITY INVOLVEMENT**

### **Family & Community Engagement**

Custom Class is committed to building deep, enduring partnerships with families and community stakeholders to support student success and reinforce the school's mission. Family and community engagement is embedded in every aspect of school planning and implementation. The school's hybrid model, anchored in statewide online learning and localized Family Service Centers, ensures continuous access and collaboration between families, staff, and the broader community.

Our engagement plan includes multiple tiers of outreach, involvement, and partnership. Family Service Centers serve as in-person hubs where families can access academic support, participate in wellness workshops, engage in maker activities, and receive assistance from community liaisons. These centers also host family nights, open houses, and workshops for parents and students, digital tools, and student goal-setting, ensuring a sense of belonging and shared purpose.

We will also build ongoing engagement through:

- Family surveys to share progress and solicit input.
- Regular virtual town halls with school leadership to answer questions and build transparency.
- Family workshops and training sessions on mastery-based learning and supporting learners at home.

- Community partnerships with local nonprofits, recreation centers, and mentors to expand enrichment opportunities.
- Dedicated Community Liaisons who build local relationships and coordinate student and family engagement.

This comprehensive plan ensures families and community members are informed, empowered, and actively involved in shaping the student experience.

### **Opportunities for Family & Community Decision-Making**

Custom Class values the voices of all stakeholders and has created multiple, inclusive pathways for families and community members, including those from underserved populations, to participate in school decision-making. Engagement opportunities are accessible, equitable, and meaningful, ensuring that input directly shapes school planning, culture, and operations. Inclusive decision-making opportunities include:

- Parent Advisory Committees: Parent groups meet quarterly to provide structured feedback on curriculum, calendar, student support services, and offerings at Family Service Centers.
- Quickdata Gathering and Roundtables: Held quarterly to ensure feedback from various subgroups are elevated and acted upon.
- Annual Planning Retreats: Families, students, and community partners will be invited to participate in data reviews, priority setting, and strategy sessions.
- Student-Led Conferences: Families meet with students and teachers to review progress and co-develop academic and personal development goals.

These opportunities reinforce our belief that families are co-creators of the school's success and critical to our continuous improvement model.

### **Pre-Operational Engagement & Stakeholder Feedback**

Custom Class has already engaged in extensive pre-operational outreach and feedback collection from families, particularly those in Utah's active homeschooling community. Since 2024, our team has held regular events with homeschooling groups representing families across rural and suburban areas. Events included vision-setting meetings, Q&A forums, curriculum showcases, and family input sessions held virtually and in person.

These efforts produced hundreds of data points and qualitative feedback on family priorities, including:

- A desire for flexible pacing and mastery-based advancement.

- Interest in dual-enrollment and hands-on project opportunities.
- Concern about isolation and lack of support in current homeschool or online models.
- Need for physical spaces and wellness resources for whole-child development.

This input directly informed our project design, leading to the inclusion of Family Service Centers, PBL, term-based flexibility, and dedicated Community Liaisons. Stakeholder feedback also shaped the priority use of CSP funds, and professional development focus.

This consistent pre-opening engagement has built trust, generated excitement, and shaped a program that reflects the real needs of Utah families.

### **Inclusive Recruitment, Admissions, & Retention Strategies**

Custom Class is committed to ensuring that every student in Utah, regardless of geography, income, background, or ability, has equitable access to our school. Our recruitment, admissions, and retention strategies are designed to be inclusive, transparent, and accessible for all families. Key strategies include:

- Multilingual Outreach: All materials (print, digital, verbal) will be available in Spanish and other top home languages across the state. Community Liaisons will provide culturally relevant outreach.
- Inclusive Marketing Channels: Recruitment will utilize community-based organizations, public libraries, after-school programs, and faith-based networks in both urban and rural areas.
- Accessible Events: Enrollment info sessions and family events will be hosted at different times of day (morning, evening, weekend) and offered both virtually and in-person with translation services.
- ADA and Tech Accessibility: All digital materials and enrollment platforms will comply with ADA accessibility standards. Devices and hotspots will be made available for interested families needing access.
- Personalized Support: Community Liaisons and enrollment staff will provide 1:1 assistance in completing applications, understanding school programs, and accessing resources.

Once enrolled, students and families will benefit from onboarding sessions, regular goal-setting meetings, and a student success team focused on retention and personalized support. Through these efforts, Custom Class ensures that access, inclusion, and family partnership are not only foundational, but sustainable.



## E. COMMUNITY SUPPORT AND DEMAND

### Projected Enrollment & Demographic Analysis

Custom Class projects enrolling 400 students in Year 1, growing to 920 students by Year 3 (see our enrollment projection table in Section 2 above). These projections are supported by a detailed market analysis and strong early interest from over 1,000 surveyed Utah families. Additionally, many homeschooling families have expressed interest in enrolling with Custom Class during its first year given our seeking of their input as we have developed this model. The school will operate up to two Family Service Centers in Year 1 and expand up to three by Year 2 to meet geographic demand.

Projections were established using trend data from the Utah State Board of Education and statewide enrollment reports. Approximately 13% of Utah's K-12 students, over 87,000 students, participate in nontraditional formats such as online, hybrid, or homeschooling. This data, along with continued growth in programs like Utah Online and Iron Online, validates the demand for customized, flexible learning options. The school's model is designed to meet this demand with a mastery-based, flexible approach aligned with Utah's Portrait of a Graduate.

Projected enrollment by grade shows a strategic increase in upper grades over time. This reflects the school's plan to gradually scale its high school programming, including dual credit and college-prep offerings.

Demographic comparisons using the UAPCS 2025 Demographic Data Calculator indicates the following demographic analysis for Custom Class' enrollment:

	Year 1	Year 2	Year 3
White	307	430	706
American Indian or Alaskan Native	4	5	9
Asian	4	5	9
Black	3	5	8
Hispanic	64	89	147
Native Hawaiian, Other Pacific Islander	6	8	13
Two or more races	13	18	30

Female	194	272	447
Male	206	288	473
Title 1	102	143	235
Special Ed	49	69	113
English Learners	22	30	50
<b>Total Enrollment</b>	<b>400</b>	<b>560</b>	<b>920</b>

These enrollment demographics were determined using demographic percentages from 4 representative Utah districts: Iron, Washington, Alpine, and Davis. The school's recruitment strategy, use of online platforms, and accessibility supports are designed to attract a diverse, representative student population. Custom Class will ensure compliance with desegregation efforts by maintaining open enrollment statewide and random lottery-based admissions, with clearly defined non-discriminatory policies.

This evidence-based enrollment plan and market analysis reflects significant community interest, a robust understanding of statewide educational trends, and a commitment to serving a diverse population through accessible, flexible, and high-quality education.

### **Strategies for Diverse Student Body**

Custom Class is designed to serve a broad cross-section of Utah's student population by combining mastery-based online learning with accessible, in-person support across the state. Our strategies are tailored to ensure equitable access for students of all backgrounds, including those from economically disadvantaged households, EL, students with disabilities, and rural or homeschooling families who have historically been underserved by traditional public school models.

Utilization of District and Community Assets: Custom Class will build upon existing community strengths and educational assets to expand access and deepen local relevance. Partnerships with libraries, recreation centers, and nonprofit organizations will support outreach, hybrid learning opportunities, and family services. The school has also gained insights from networks that support homeschooling, whose members bring deep experience in personalized education and community-building. These organizations will serve as recruitment partners, peer-learning communities, and bridges into diverse populations statewide.

Geographic Accessibility and School Location: The school's flexible online structure is complemented by physical Family Service Centers, which provide essential in-person

resources such as tutoring, counseling, SPED/EL support, and technology access. In Year 1, Custom Class will open up to two strategically located centers, with a goal of ensuring 85% of enrolled students live within a one-hour drive. In Year 2, the school will expand to up to three centers to meet growing enrollment and regional demand. Site selection will be guided by a geographic analysis of underserved areas, focusing on regions with limited access to innovative educational models, high rates of economic disadvantage, or large homeschooling communities.

**Inclusive Recruitment and Representation:** Custom Class will conduct multilingual, culturally responsive outreach using digital platforms, community-based events, and direct engagement with underserved neighborhoods. Recruitment materials and enrollment processes will be ADA-compliant and accessible across devices and languages. Staff hiring practices will include community representation to ensure that the school culture reflects the students it serves.

By grounding its strategy in community relationships, geographic accessibility, and targeted outreach, Custom Class will create a truly inclusive statewide learning environment that honors Utah's diversity and provides equitable pathways to success for every student.

### **Alignment with Community Needs**

Custom Class is designed in direct response to documented needs in Utah for high-quality, flexible, and personalized learning options, particularly for families in rural areas, those engaged in homeschooling networks, and underserved student populations. Our mission to provide a mastery-based, student-driven education model is aligned with statewide calls for greater academic customization, digital access, and whole-child development aligned to the Portrait of a Graduate.

**Location and Asset Utilization:** Custom Class will launch as a primarily online charter school, augmented by physical Family Service Centers that provide in-person support for students and families. These centers offer access to tutoring, counseling, special education, and EL services, ensuring students across diverse geographic and socioeconomic backgrounds can fully participate. Location selection is guided by regional demographic and access data to intentionally serve communities with limited school choice or public school resources.

Custom Class also leverages community assets through formal and informal partnerships with libraries, recreation centers, nonprofit organizations, and homeschooling networks. These networks not only offer access to underserved learners but also represent deeply rooted, family-led educational ecosystems seeking more structured and accredited models.

Operational Alignment: Custom Class's academic programming, including mastery-based learning, project-based assessments, tiered supports, and Portrait of a Graduate alignment, is designed to meet the needs of a wide variety of learners. Our flexible pacing and whole-child support are particularly suited to students who may have struggled in traditional models, including ELs, students with disabilities, and those needing acceleration or remediation. Through continuous feedback loops, data monitoring, and community engagement, the school will ensure ongoing alignment with the needs and goals of the families and regions it serves.

## **Desegregation & Legal Compliance**

Custom Class is committed to operating in full compliance with all federal and state laws related to desegregation, civil rights, and equitable access to public education. As a statewide charter school with a virtual instructional model and non-discriminatory lottery-based admissions process, Custom Class is designed to enhance, rather than hinder, efforts to promote integrated, diverse learning environments across Utah.

Avoiding Impact on Desegregation Efforts: The school's open-enrollment policy ensures that students may enroll regardless of their home district, race, ethnicity, language, or socioeconomic status. Admissions will be conducted through a statistically random lottery, with no geographic preferences or neighborhood-based enrollment zones that could contribute to racial or economic segregation. Outreach and marketing efforts will be intentionally inclusive, using multilingual materials and diverse platforms to reach historically underserved families, including those from racially and economically diverse communities.

Because Custom Class is not tied to a specific local school district or residential boundary, it does not draw disproportionately from any one area or school zone. This structure avoids concentrating enrollment in ways that might disrupt desegregation efforts in any given district. In fact, the statewide and online nature of the school allows it to promote broader access to high-quality education without exacerbating racial or socioeconomic isolation.

Alignment of Operations and Instruction with Diversity Commitments: The school's instructional model, staffing plan, and student support systems are intentionally designed to serve a diverse student population. Academic and operational data will be disaggregated by subgroup and reviewed regularly to ensure equitable access, opportunity, and outcomes for all students.

In all aspects of its planning and implementation, Custom Class is committed to fostering a learning environment that is diverse, inclusive, and legally compliant,

supporting Utah's broader public education goals and its commitment to equitable and desegregated schools.

## **F. TRANSPORTATION PLAN**

### **Reliable & Equitable Transportation Plan**

Custom Class will operate as a statewide online charter school with a physical infrastructure of Family Service Centers that provide in-person academic, wellness, and student support services. To ensure that all students, including those from rural communities, economically disadvantaged backgrounds, or with disabilities, can reliably access these centers and other related community programs, the school has developed a flexible, cost-effective transportation plan.

To meet identified access needs, Custom Class will purchase two 15-passenger sprinter vans and employ trained drivers to operate them. These vans will be used to transport students who:

- Live more than 45 minutes from the nearest Family Service Center,
- Lack access to public transportation, or
- Have disabilities or documented needs that make independent travel unsafe or impractical.

This service will be provided at no cost to families and will be coordinated through the school's operations team. Transportation routes will be determined based on enrollment data, family needs, and IEP/504 plan requirements. Drivers will be background-checked and trained in transporting students with a range of support needs. Vehicles will meet or exceed all ADA and state safety requirements, and maintenance schedules will align with state and manufacturer standards. This strategy provides a reliable, scalable solution that ensures no student is denied access due to location or mobility limitations.

### **Accessibility & Location Considerations**

The accessibility of Custom Class's in-person services is central to its commitment to equity. In Year 1, the school will open up to two Family Service Centers, expanding up to three in Year 2 to increase regional reach. Locations will be chosen based on a geo-demographic analysis that accounts for student density, transportation infrastructure, and areas of demonstrated interest. The selection process prioritizes communities with high proportions of:

- Economically disadvantaged students,
- English Learners,
- Students with disabilities, and

- Families currently engaged in structured homeschooling.

Each center will be sited within proximity to major public transportation corridors and designed with walkable access for families in adjacent neighborhoods. Local amenities and community assets, such as libraries, recreation centers, and city transit stops, will be leveraged to improve visibility and reduce access barriers.

For students who cannot walk or access public transportation safely or affordably, Custom Class's transportation plan (outlined above) provides a direct service alternative that ensures continuity of in-person support. This dual approach, strategic site selection and flexible transportation, ensures that the school's model is not only academically innovative but also physically accessible, legally compliant, and financially sustainable.

Together, these systems demonstrate Custom Class's commitment to making its support reachable to all students, regardless of geography or circumstance.

## **SECTION 3: LOTTERY PROCESS**

### **Lottery Notification, Process, and Enrollment**

Custom Class is committed to a transparent, equitable, and inclusive enrollment process that complies with federal and state requirements while providing all students an equal opportunity to attend.

To notify the community about the school's opening and enrollment opportunities, Custom Class will engage in a comprehensive outreach campaign. This will include posts on social media, information on the school's website, announcements in local newspapers, and digital/print flyers distributed at community centers, libraries, and recreational facilities. Communications will be ADA-compliant and translated into multiple languages to ensure accessibility for all families.

The annual open enrollment will begin by November 1st and remain open for approximately 90 days. If the number of applications exceeds the available seats for any grade level, an electronic lottery will be held no later than five business days following the close of the enrollment window.

Notification of the lottery date, time, and procedures will be made publicly available at least two weeks in advance. The lottery will be conducted using a secure, third-party digital platform to ensure a statistically random and transparent selection process.

Per Utah statute and federal CSP guidance, enrollment preferences will be granted to the following groups:

- Siblings of currently enrolled students
- Children of employees of Custom Class
- Children or grandchildren of founders or board members
- Students articulating from another charter school through an approved articulation agreement
- Children of military service members

Custom Class does not currently use a weighted lottery. Should this change, documentation outlining the weighting rationale, categories, percentages, and method of implementation will be submitted in compliance with CSP regulations.

After all available seats are filled, applicants not selected in the lottery will be placed on a waitlist in the order drawn. Families will be notified via email and phone as seats become available. Waitlist procedures, including timeline and order, will be posted on the school's website and updated regularly.

Custom Class will provide accepted families with clear instructions for submitting enrollment documents and offer support through onboarding materials, family liaisons, and office hours. Enrollment will not be influenced by race, color, national origin, religion, sex, disability, or English learner status. All outreach materials and communications will reflect these values and will be distributed in ways that proactively reach underserved communities.

### **Student Recruitment, Equity, & Access**

In alignment with our mission and values, Custom Class will implement a student recruitment plan that proactively reaches all segments of the community. Efforts will be made to connect with underserved populations through partnerships with local nonprofits, community centers, and service providers. The school explicitly prohibits discrimination on the basis of race, color, national origin, religion, sex, disability, or EL status in all recruitment and enrollment activities. Materials will be translated and distributed broadly to ensure equity in access to enrollment information.

Through this transparent, inclusive, and legally compliant approach, Custom Class will ensure all students and families, regardless of background, are informed of, and have access to, the opportunity to attend the school.



## **SECTION 4: GOVERNANCE, AUTONOMY, AND PROJECT ADMINISTRATION**

### **Board Member Information & Roles**

Custom Class' founding governing board includes five individuals whose backgrounds reflect the diverse, innovative, and community-oriented mission of the school. Their combined expertise spans education leadership, finance, business development, and civic engagement, providing strong oversight across academic, operational, and strategic domains.

- Cory Henwood, Board Chair ([cory.henwood@customclass.org](mailto:cory.henwood@customclass.org)), is a veteran Utah educator and innovation director with deep expertise in LEA systems leadership, grant implementation, and online learning. His statewide education experience and leadership in mastery-based learning directly support Custom Class's instructional model and policy oversight.
- Matthew J. Middione, Ph.D., Vice Chair ([matt.middione@customclass.org](mailto:matt.middione@customclass.org)), brings a strong background in research, data-driven decision-making, and charter school leadership. He previously served as board chair of Vista Charter School and has led grant-funded initiatives ranging from scientific research at Stanford University to programs centered on youth development and educational innovation.
- Tom Rupp, Treasurer ([tom.rupp@customclass.org](mailto:tom.rupp@customclass.org)), is a financial advisor with expertise in loans, credit, and social media marketing. As a current homeschooling parent, he brings firsthand insight into the needs of nontraditional learners and their families.
- Douglas Reed, Member ([doug.reed@customclass.org](mailto:doug.reed@customclass.org)), is a business mentor and industry certification leader, helping young adults prepare for career pathways and entrepreneurship. He contributes experience in work-based learning and community partnership building.
- Cody Saulpaw, Member ([cody.saulpaw@customclass.org](mailto:cody.saulpaw@customclass.org)), is a financial planner and small business advocate with strong relationships in regional chambers of commerce. His work in sponsorship development and community outreach enhances Custom Class's capacity for local engagement and sustainable growth.

Each board member was selected not only for their professional qualifications but also for their connection to the communities Custom Class aims to partner with and serve, especially families seeking more personalized, mastery-based educational opportunities. All board members are committed to transparent governance, fiduciary responsibility, and ongoing professional learning to ensure the successful launch and growth of the school.

### **Project Management & Support Team**

The project will be led by the Executive Director of Custom Class, hired by the Board of Directors to oversee all aspects of planning and implementation. As the primary project manager, the Executive Director will ensure alignment with the mission, fidelity to the educational model, and delivery of outcomes on time and within budget. The Executive Director will coordinate strategic planning, manage staff and contractors, oversee compliance, and report regularly to the board.

Supporting the Executive Director is the Business Administrator, who will oversee all financial planning, budgeting, purchasing, and grant fund management. The Business Administrator will ensure compliance with federal and state financial regulations, manage audits, and implement financial controls. They will also support procurement and vendor selection.

The administrative support team will include a secretary and clerical staff who manage scheduling, communications, document archiving, and reporting deadlines. Together, this team will ensure that all grant objectives are met on time, that performance data is monitored and reported accurately, and that operations are efficient and compliant.

Timeline benchmarks are built into our project management calendar, with responsibilities assigned and progress reviewed monthly. Quarterly reports will be submitted to the board, and adjustments will be made based on performance data and stakeholder feedback.

### **Administrative Relationship & Autonomy**

Custom Class operates as a fully independent public charter school, governed by a nonprofit board of directors and authorized by the Utah State Charter School Board (SCSB). In accordance with ESEA § 4310 (2), the school maintains substantial autonomy over key operational areas, including curriculum, budget, staffing, and school calendar.

As the charter authorizer, SCSB provides compliance oversight, performance monitoring, and technical assistance. However, Custom Class retains full decision-making authority in hiring, instructional delivery, financial management, and governance. This autonomy allows the school to innovate, customize learning experiences, and respond nimbly to student and family needs.

Administrative decisions, such as curricular selection, assessment frameworks, professional development, and vendor partnerships, are made exclusively by the school leadership and board. SCSB monitors progress through the accountability framework and renewal process but does not manage day-to-day operations.

This structure ensures that Custom Class can remain mission-aligned, community-responsive, and innovative while upholding high standards of transparency and performance.

### **Quality Controls & Accountability Measures**

Custom Class has implemented a rigorous system of quality controls and accountability measures to ensure high standards of academic, financial, and operational performance. These systems align with the school's performance agreement with its authorizer and federal grant expectations. Key accountability measures include:

- Annual Performance Reviews: Custom Class is accountable to Utah's charter accountability framework, including annual evaluations of academic growth, proficiency, school culture, governance, and financial health.
- Mastery-Based Tracking: A real-time dashboard within the LMS tracks student progress toward mastery of academic and Portrait of a Graduate competencies. Data is reviewed monthly by instructional staff and quarterly by school leadership and the board.
- Financial Oversight: Monthly budget reviews, quarterly reports, and annual independent audits ensure fiscal integrity and adherence to the CSP budget plan.
- Board Monitoring: The board conducts quarterly strategic reviews of school progress, family engagement, and stakeholder feedback to guide school improvement and ensure fidelity to the mission.
- Continuous Improvement: Data from assessments, family surveys, professional development, and progress monitoring inform adjustments to curriculum, staffing, and student supports.

These quality controls ensure that the school remains mission-driven and results-oriented. Failure to meet performance benchmarks can trigger formal review by the board and authorizer, and repeated deficiencies in academic or financial performance could lead to probation or charter revocation per Utah's charter law.

By embedding accountability into every level of the school's operations and governance, Custom Class ensures ongoing compliance, continuous improvement, and a strong foundation for renewal.

## **SECTION 6: COMPETITIVE PRIORITIES**

### **Innovative Charter Model**

Custom Class represents an innovative and diverse charter model designed to meet an urgent and unmet need across Utah: mastery-based, flexible, and student-centered learning. Our statewide online model, enhanced by regional Family Service Centers, enables students from rural, underserved, and nontraditional learning backgrounds to access a high-quality education aligned with Utah's Portrait of a Graduate.

The innovation lies in Custom Class's personalized pathways. Students progress by demonstrating mastery rather than being bound by seat time. They select from curated digital and PBL options that best suit their needs, goals, and interests. This level of autonomy empowers students while reinforcing academic rigor, creativity, and real-world skill development.

Unlike most online schools, Custom Class bridges the virtual and physical gap by offering in-person access to tutoring, maker tools, mentorship, wellness services, and project collaboration through our Family Service Centers. These spaces eliminate isolation and ensure that students experience social interaction, community, and adult mentorship as part of their personalized education journey.

### **High-Quality High School Programs**

Custom Class's high school program is designed to prepare students not just for graduation, but for life beyond high school. The curriculum integrates mastery-based progression with dual enrollment, career exploration, and competency-based transcripts aligned with Utah's Portrait of a Graduate. Our plan includes:

- Dual Enrollment: Partnerships with local colleges will allow students to earn college credit up to an entire bachelor's degree while completing high school.
- Career Pathways: Students will have access to interest-based learning pathways, internships, and projects in partnership with local employers.
- Advisory and Coaching: Every high school student will be assigned an academic advisor who guides goal-setting, progress monitoring, and post-secondary planning.
- Flexible Scheduling: High school students will benefit from flexible, term-based course pacing and project deadlines, allowing for internships, job training, or family needs.

These supports ensure high school students have access to rigorous academics, relevant career preparation, and a personalized roadmap to success in college, career, or both.

### **Meeting Rural Needs**

Custom Class is uniquely equipped to meet the educational needs of Utah's rural communities. Our virtual model overcomes geographic isolation by providing high-quality instruction statewide. Family Service Centers serve as regional hubs offering in-person services to students who may lack access to specialized programs or peer collaboration. Our strategy includes:

- Strategically locating Family Service Centers near underserved rural populations.
- Providing sprinter van transportation to ensure students in remote areas can attend workshops and receive support.
- Offering high-speed internet solutions and devices to families without reliable access.
- Recruiting staff from rural communities to reflect and support the local context.
- Engaging with rural homeschool groups and networks to ensure Custom Class meets local educational preferences and community values.

This approach ensures rural students receive equitable access to academic support, social interaction, and a customized learning pathway that aligns with their needs and aspirations.

### **Promotion of Educator and Community-Centered Models**

Custom Class is committed to creating a school culture built around community voice and educator leadership. Our model promotes authentic collaboration between families, educators, and community partners from design through implementation. Key strategies include:

- Educator Leadership Teams: Teachers help design curriculum and learning targets, set PD priorities, and lead data reviews.
- Community Advisory Councils: Local stakeholders participate in planning school events, services, and family engagement.
- Ongoing Family Co-Planning: Student-led conferences and annual family planning retreats empower families to co-create learning experiences.
- Responsive PD: All professional development is driven by teacher input, student data, and personalized goals of educators.

- Service-Based Learning: Students engage in community service, mentorship, and projects that reflect local needs.

By centering community relationships and educator voice in school governance and instruction, Custom Class ensures a student experience that is grounded, responsive, and transformative.

## **Charter School/Traditional Public School Collaboration**

Custom Class is committed to meaningful collaboration with traditional public schools to expand educational opportunity, increase equity, and share best practices. Our collaboration is grounded in mutual respect, complementary strengths, and a shared mission to serve all Utah students, especially those who are underserved or engaged in nontraditional learning models.

Members and Commitment Type: The collaboration includes Custom Class, Iron County School District, Washington County School District, and participating members of the Utah Online Learning Collaborative (including Iron Online, Utah Online, and Jordan District). This is a new, formalized commitment building on informal partnerships and shared participation in regional education networks. Planning and coordination has begun and will extend throughout the initial five years of Custom Class's operation, with the goal of developing lasting structures and outcomes. Our board chair is already well connected with these partners through his current employment as a District Director of Innovation in Iron, which has helped facilitate this collaboration.

Purpose and Duration: The purpose of this collaboration is to advance professional learning, foster shared innovation, and create smoother student transitions between charter and traditional public schools. The collaboration is structured to run for at least five years, with annual reviews and updates based on joint priorities and impact.

Roles and Responsibilities: Custom Class will:

- Provide access and insights to its personalized learning frameworks and digital instructional models.
- Lead coordination for Utah's annual Online Learning Conference and facilitate monthly collaboration calls among online and blended school leaders.
- Iron County and Washington County School Districts and other Utah Online schools will:
  - Contribute experienced staff to co-lead professional development events.
  - Facilitate access to innovative practices at Launch High School and Career Tech High.

- Participate in regular coordination meetings and advise on enrollment policy alignment.
- All partners will:
  - Co-host regional community events, such as college nights, wellness fairs, and student showcases, that welcome district and charter families.
  - Support transparent and family-friendly enrollment and transition processes, sharing best practices and aligning communication timelines where possible.

Benefits and Measurable Goals: This collaboration will improve outcomes and system coherence in the following ways:

- Expanded access to professional development across sectors, serving 150+ educators per year with high-quality training in personalized learning, instructional design, and hybrid learning approaches.
- Improved communication and coordination for students transitioning between online, charter, and traditional systems.

Resources Contributed:

- Custom Class: Personnel time and effort, Family Service Center space for events, PD resources, and logistical coordination for shared events and conferences.
- District Partners: Staff time for PD facilitation, access to demonstration schools, and coordination support for family engagement and outreach.

Additional Information: This collaboration reflects a shared belief that Utah's students are best served when charter and district schools work in partnership, not competition. By focusing on professional learning, open communication, and joint outreach, we are building bridges that strengthen public education as a whole. Together, we are committed to creating a collaborative model that benefits educators, students, and families statewide.

## SECTION 5: FINANCIAL MANAGEMENT

### Budget Narrative – Expenditures & Justification

Custom Class' budget reflects the strategic and compliant use of federal funds to support the launch of a high-quality, mastery-based charter school aligned with Utah's Portrait of a Graduate. All expenditures are necessary, allowable, reasonable, and allocable, aligning directly with our project objectives and sustainability strategy.

The grant budget supports strategic goals identified in our project narrative, including:

- Expanding access for underserved students by offering transportation options;
- Building a robust academic program using cutting-edge technology and curriculum that also develops Portrait of a Graduate skills;
- Establishing a strong operational foundation through key personnel hires and board/staff training; and
- Creating welcoming family service centers to foster engagement and retention.

These investments directly contribute to our capacity to deliver a high-quality, diverse, and scalable K-12 education program.

The **Planning period (8/1/2025 - 8/12/2026)** will use funds to support critical foundational elements necessary to prepare Custom Class for opening, including:

- Personnel (Salaries & Fringe): Grant funds will support salaries and fringe benefits for key start-up personnel, including the Executive Director, Directors of Business Operations, Community Engagement, and SPED, as well as stipended Curriculum Preparation Teachers. This foundational team will lead essential pre-opening efforts in curriculum development, financial planning, outreach, policy writing, and Special Education compliance to ensure a successful launch.
- Contractual Services: CSP funds will support a range of specialized professional services necessary to launch the school effectively. These include:
  - Independent accounting services to establish fiscal accountability
  - Legal counsel for start-up compliance, policy development, and contracts
  - Branding and website design consultants to build our school identity
  - Outreach specialists and translation services to engage families and recruit teachers from diverse backgrounds
  - IT consultants for technology installation
  - Policy consultants to lay the foundation of our systems and procedures that will be the backbone of our innovative charter model.



- Expanded leased space for Family Service Centers will create larger, dedicated environments where families and students can engage in in-person learning and support services within the community.
  - Minor renovations at Family Service Centers to ensure safety and code
- Equipment/Supply: We will procure essential administrative and instructional items required for the school's launch, including two 15-passenger vans, a laser cutter, personal computing devices for administrators and teachers, as well as furnishings for the Family Service Centers and administration.
- Travel: Board members, administrators, and staff will participate in the National Charter Conference, ALDS Leadership Retreat, Utah Charter School Board Training, and conduct a site visit to Commonwealth Charter in Pennsylvania to learn from high-performing charter models. These experiences will strengthen our team's capacity to implement CSP objectives with fidelity and effectiveness.

The **Implementation period (8/13/2026 - 8/12/2028)** will use scalable, non-recurring investments that directly support the school's growth and instructional quality, including:

- Contractual Services: We have allocated funds for a comprehensive audit and review of our financial practices during our first year of implementation to establish a strong and sustainable fiscal foundation. We have planned for technology services to help set up devices for new teachers and students over the course of implementation. Additionally, we have planned professional development services that will be job embedded, catering to the needs of our newly hired staff. These are not recurring expenses, but rather scaled one-time costs driven by increased capacity needs.
- Equipment/Supply: We will procure essential instructional and operational items to support mastery-based learning and student engagement. This includes 3D printers, virtual reality headsets, student laptops with cases and warranties, and instructional software for digital portfolios. Initial curricula will ensure access to standards-aligned materials. Additional start-up expenses will include teacher and student materials, along with furnishings and supplies for Family Service Centers to support hybrid learning with scaled costs that reflect projected enrollment growth from 400 to 560 students from 2026-2028.

All expenses meet federal allowable cost guidelines, are coded by project phase for clarity and compliance, and are non-duplicative of state or local funds. These one-time investments are only possible with CSP funds and promote the Custom Class mission.

### **Accountability for Funds**

Custom Class will develop a strong fiscal management system to ensure proper use of funds, grounded in transparency, internal controls, and legal compliance, including:

- Financial Oversight and Governance: The Director of Business Operations, under the authority of the Governing Board, will oversee grant expenditures. All purchases and reimbursements will be approved through documented workflows. Quarterly board reviews will also evaluate spending progress against CSP aligned performance benchmarks.
- Separation of Duties and Internal Controls: The school will implement standard accounting protocols, ensuring a separation of duties in budgeting, procurement, and reconciliation to minimize risk and fraud.
- External Financial Audit: An independent annual audit will be conducted by a licensed public accountant. CSP funds will be tracked separately in accounting records and reviewed for compliance.
- Grant Management Software: Financial records and receipts will be digitized and logged in a cloud-based financial management platform, which will generate quarterly reports for board and grantor review.
- Compliance Monitoring: Custom Class will comply with all CSP reporting requirements, including submission of detailed financial reports, budget amendments, inventory logs, and time-and-effort documentation for personnel.
- Board Reporting: Budget-to-actual reports will be presented quarterly to the board and reviewed for alignment with the approved CSP budget.

### **Post-Grant Sustainability**

Custom Class is committed to long-term financial sustainability beyond the grant period. The CSP grant is intended to cover non-recurring startup costs, and its use will enable the school to launch with the infrastructure and systems necessary for continued success. The post-grant sustainability plan includes:

- Enrollment-Based Revenue Growth: The school will scale from 400 to 920 students by Year 3. State and local per-pupil funding, including WPU allocations and special program funding (e.g., SPED, EL), will increase proportionally.
- Diversified Revenue Streams: Custom Class is pursuing additional revenue through state enhancement programs, grants, and philanthropic partnerships.
- Operational Efficiencies: With CSP support covering one-time purchases (e.g., equipment, technology, training), future operational costs will be absorbed into the general fund without recurring startup expenses. Initial training ensures the board and leadership are equipped to make sustainable financial decisions.

Through this strategic use of CSP funding, Custom Class will launch with a strong foundation and grow into a sustainable, high-performing public charter school.

## Custom Class Charter School

Budget Category	Object Code	Details	Grand total
Personnel	115 Salaries - Supervisors and Directors	Director of Community Engagement: annual salary \$35,000	\$35,000
Personnel	152 Salaries - Secretarial & Clerical Personnel	Financial Secretary: annual salary \$37000	\$37,000
Fringe Benefits	221 FICA	$7.65\% * 35000 = \$2,678$	\$5,228
Fringe Benefits	270 Workers' Compensation	$0.75\% * 35000 = \$263$	\$513
Fringe Benefits	280 Unemployment Insurance	$0.6\% * 35000 = \$210$	\$410
Contractual	315 Management Consultants	Empower Education- Administrative duties assist the board in completing items from school's pre-operational checklist, acting Executive Director. (see contract for full details) 10% payable 12/1/25, 15% payable each month 1/1/26 thru 8/1/26	\$188,500
Contractual	320 Professional - Educational Services	Special Education Director Services Contract (Quoted Price from SPEDCo)	\$60,000
Contractual	320 Professional - Educational Services	Review and revise curriculum within Learning Management System (LMS); 400 hours * \$50 an hour=\$20,000	\$20,000
Contractual	330 Employee Training and Development	Registration for conferences est \$750 * 10 registrants=\$7,500	\$7,500
Contractual	330 Employee Training and Development	Teacher Recruitment Services: (Price of \$40,000 from Fullmind )	\$40,000
Contractual	330 Employee Training and Development	Contract for Professional Development (Price of \$10,000 from Digital Promise for Institutional Support and Assessment Fees)	\$10,000
Contractual	310 Official/Administrative Services	Business Administrator by Contract \$3,088 / month x 12= \$37,056	\$37,056
Contractual	345 Audit, Accounting, & Other Business-type Services	Financial Services: \$18,000 for setup of accounting systems; \$62,000 for revision of financial internal policies and procedures	\$80,000
		First year audit services	\$25,000
Contractual	349 Purchased Legal Services	Legal Services: Est Charter Specialist Attorney for 6 hours at \$825/hr = \$5,000	\$5,000
Contractual	350 Technical Services	Video and Photography services: marketing videos and web page photos	\$20,000
Contractual	350 Technical Services	Web and Graphic Design Services customer relations management tools, content management tools, customized applications, and linked social tools.	\$45,000
Contractual	350 Technical Services	Tech Installation Services:a fully integrated, security-focused IT and facility access system. This includes install of a modern RFID keycard and remote access control setup; enterprise-grade network filtering and cybersecurity services. Hardware purchased separately.	\$58,000
Contractual	430 Repairs & Maintenance Services	Renovations to Leased Space to Family Resource Center. Appropriate signage (some as required by law) and films for doors and windows quoted total from Rainbow Sign.	\$15,000
Contractual	430 Repairs & Maintenance Services	Maintenance Services for Minor Repairs and Necessary Cleaning of Family Resource Center	\$8,400
Contractual	441 Rental of Land & Buildings	Lease of Family Resource Center:4500 sqft of space for \$26/year (2.17 per month) per sqft and included share of CAM fees; 4500 * 2.17*12 = \$117,180 NNN fees for share of utilities, taxes, and insurance at \$0.70 per month per square foot; 4500*.70*12=\$37,800 Remaining balance (\$24,980 approx) to be paid from School Start up Grant	\$90,000
Contractual	441 Rental of Land & Buildings	Storage Space: \$500 per month for 10 x 30 climate controlled storage; 500*12=\$6,000 \$250 a month for (2) of 10 x 30 regular storage; 250*2*12= \$6,000	\$12,000
Contractual	540 Advertising	Targeted Advertising Ads \$5000 each 10 Ads planning period 10/1/25- 8/12/26; 10 * 5000=\$50,000 2 Ads implementation period; 2*5000= \$10,000	\$60,000
Contractual	540 Advertising	Marketing and Community Outreach; Festival booth rental for each festival at \$10,000 x 4 fesitvals (Quote from Dixie Kite Festival)	\$40,000
Travel	580 Staff Travel/Per Diem	Travel to Conferences; six staff members attending two separate conferences each; Est \$1,667 per traveler per trip (Airfare \$550, Hotel \$600 (\$150 *4 nights), Meals \$320 (\$64*5 days), Ground Trans \$180, Misc \$17)	\$20,000

Budget Category	Object Code	Details	Grand total
Supplies	610 General Supplies	Teacher Start Up Supplies \$1,250 per teacher with a total of 20 teachers; 1250*20=\$25,000	\$25,000
Supplies	610 General Supplies	Student start up supplies: estimated \$400 per student. SY 26-27 anticipated enrollment 400 *\$ 400 = \$160,000 SY 27-28 anticipated new students enrollment 160 * \$400 = \$64,000	\$224,000
Supplies	610 General Supplies	Family Resource Center Supplies: Startup cost of supplies only	\$25,000
Supplies	610 General Supplies	Maker Space materials packages quoted from <a href="http://glowforge.com">glowforge.com</a> as an example for Essentials bundles of proof grade materials \$99 x 50 bundles = \$5,000 .	\$5,000
Supplies	650 Supplies – Technology Related	Photography Video Audio Streaming Podcasting Supplies for Maker Space to be used at Family Resource Centers. Estimated cost of tools and supplies at \$30000	\$30,000
Supplies	650 Supplies – Technology Related	iPads for 405 x 12 + additional adapters and cords for \$70*12	\$5,700
Supplies	650 Supplies – Technology Related	TVs Monitors and Mounts \$600 * 15 for + \$50 * 15 for mounts + \$17 * 15 for cords from Costco	\$10,000
Supplies	650 Supplies – Technology Related	VR Headsets or similar systems with Educational Apps/Games; Meta Quest 3 Headsets -\$500 * 5=\$2,500; Educational apps - \$100 * 5=\$500	\$3,000
Supplies	640 Books and Periodicals	Learning Library Books	\$5,000
Supplies	641 Textbooks	Textbooks for students Math and Science: estimate \$66*560 =\$36,960	\$37,000
Supplies	642 eTextbooks / Online Curriculum or Subscriptions	ELA Curriculum: Est-\$130 x 560 from BYU-Independent Study	\$72,800
Supplies	642 eTextbooks / Online Curriculum or Subscriptions	Math Curriculum: Est- \$130 x 560 from BYU-Independent Study	\$72,800
Supplies	642 eTextbooks / Online Curriculum or Subscriptions	Science Curriculum: Est- \$130 x 560 from BYU-Independent Study	\$72,800
Supplies	650 Supplies – Technology Related	Portfolio tool for tracking PoG Growth: Quote from SchoolJoy's for AI Portfolio tool and other AI content generation tools	\$35,800
Supplies	650 Supplies – Technology Related	Student Devices laptops at \$300, cases \$40; \$340 * 560=\$190,400	\$190,400
Supplies	650 Supplies – Technology Related	Staff computers for 8 staff \$2,636 (personal computing devices \$2,549, case \$87; 8*2636= \$21,088	\$21,094
Supplies	650 Supplies – Technology Related	Admin tech supplies including printers, scanners, lamintors, and communication systems totalling 15,000	\$15,000
Supplies	670 Software	Student Information System (SIS) year 1 full time enrollment 560 students	\$45,000
Supplies	670 Software	Fiscal Management Software Quote from Bill.com (10,000) and Classwallet (\$25,000) for managing school purchasing and procurement	\$35,000
Equipment	735 Non-Bus Vehicles	2 Transportation Vans est \$75,000 each	\$150,000
		Total	\$2,000,000

# Custom Class Charter School

Total points awarded with optional Competitive Preference Points

97.33

Section Rubric Criteria				Reviewer Comments	
		Max Points	Points Awarded	Strengths	Needs Improvement
Executive Summary	[A1] 1. Concise and Compelling Overview: Presence of an executive summary – Is there a clear, well-structured summary? Clarity – Is the summary easy to understand and free from unnecessary jargon? Key information – Does it effectively outline the most critical elements of the application? Conciseness – Is the summary brief but still informative? Compelling nature – Does it engage the reader and provide a strong rationale for the school's existence and goals?	3.00	2.00	The applicant provided a well-organized summary that is easy to understand and free from jargon. Solid opening overview- customized learning, adaptive tech; provide rationale for customization (leadership, ownership, S-E) Market Analysis section provides a great overview of what the school is trying to accomplish and why. Clearly identifies it's program to reach out to those students in need of customised online programs.	Critical details about the school are not provided in the Executive Summary, such as the school's mission, grade levels and number of students to be served, and plans for educational delivery. The Executive Summary is engaging, but does not provide a strong rationale for the school's existence. The statement about mentoring and athletics is confusing because it's unclear how it relates to the proposed school. Could have touched on the need in the community for their programs. Did not state what grades they would be serving.
	[A2] 2. Alignment with ESEA § 4310 (2)Explicit mention of ESEA § 4310 (2) – Does the applicant reference the legal definition of a charter school?Autonomy and flexibility – How does the school demonstrate autonomy in staffing, curriculum, budget, and governance?Specificity – Are there concrete examples of how the school aligns with ESEA § 4310 (2), or is the response vague?Supporting details – Are there strong, relevant details to back up the claims of alignment?	3.00	2.33	ESEA § 4310 (2) was explicitly mentioned and autonomy in staffing, budgeting, curriculum, and operations were noted. Calls out alternatives to trad education- PBL, that it is customized (w/o many specifics) After reading the market analysis, I have a good idea of how school leverages autonomies and flexibilities. It does so to a great extent- it's entire model embodies autonomy from the traditional model Interview update: - Idea is that it is as customized to the child as possible through empowering them and their lives through the flexible nature Strong and repetitive mention and examples of compliance.	The applicant did not describe how autonomies are demonstrated, or provide comprehensive, concrete examples of how the school aligns with ESEA § 4310 (2).
	[A3] 3. Governance & Operational IndependenceGovernance structure – Is there a governing board, and is its role clearly defined?Operational independence – Does the school have the ability to make independent decisions about finances, staffing, and curriculum?Connection to mission – How well do governance and operational independence align with and support the school's mission?Decision-making process – Is there a clear and effective structure for making key operational decisions?	3.00	2.33	The applicant stated that the school will be governed by a diverse board with essential expertise for school oversight. broad but specific overview, diverse and robust experience well-suited to open a charter	Information was not provided regarding the board's role, independent decision-making, alignment with the school mission, or the structure for making key operational decisions.

Section Rubric Criteria				Reviewer Comments	
		Max Points	Points Awarded	Strengths	Needs Improvement
Educational Model Project Design	[B1] 1. Educational Model & Growth Strategies (Math & ELA) Does the application clearly describe the school's educational model? Are the strategies for improving student outcomes in math and ELA well-defined and research-based? Does the applicant provide measurable goals and support for student success?	3.00	2.00	The applicant clearly described some major elements of the school's educational model such as personalized learning through mastery-based, online instruction and individualized pathways; continuous assessment; and academic support. The applicant provided two measurable goals for student success in ELA and math (p. 2). - Research-based and widely used curriculum and platforms and tools; adaptive component of tools make it so learners of various levels and proficiencies can use the tools and benefit - Mastery-based Interview update: - Video illustrates the flexible nature of the school to guide learners through learning (writing, projects, internships, practices) based on what they are experiencing and going through in their respective lives. It is a very open-ended, open-sourced program with no real structure. - To determine path for student, interview them, then develop success criteria with learning goals aligned to state core. Families select an option to pursue (more tech and Ai vs more in-person model). Students submit evidence that they have mastered the standard. Educators and community liaison meets with family to determine what are best opp's for student - Family Centers- Added this to help with overhead of a large building to offer some in-person style (1:1, other styles). Can be for learning or for student to use space to work. Incorporating this for underserved and rural families. Near families that need it the most. Community liaison drives busses to get to and from, lead the family centers. PBL space.	Some elements of the model lack sufficient description and detail to provide a comprehensive picture of the educational design. For example, the application references Family Service Centers (p. 2), but a complete description of the educational delivery model is not provided, making these Centers unclear. Although a more detailed explanation of the Family Service Centers is provided later in the application (p. 17), a thorough a clear description is missing. Additionally, the applicant did not specify strategies for improving student outcomes in math and ELA, so it is not evident that planned strategies are well-defined and research-based. The plan for integrating project-based learning is not described. Additionally, implementation of the model across the full span of grade levels is not discussed. Although the applicant provided two goals for student success, the goals are limited in that they only set goals for Year 2 rather than for the full term of the grant or the full term of the charter. Some of these concerns were addressed during the interview, but other areas remain unclear.
	[B2] 2. Growth Plan & Enrollment Strategy Does the application outline a clear and realistic growth plan, including grades served and projected enrollment? Are there well-supported strategies to ensure enrollment targets are met? Is the plan detailed, feasible, and aligned with the school's long-term vision?	3.00	2.33	The applicant outlined a clear and realistic growth plan, including grades served and projected enrollment. A variety of well-supported strategies are planned that will make it likely that enrollment targets are met. The growth plan is detailed, feasible, and aligned with the school's long-term vision. The model makes sense considering the various living landscapes (rural, urban, suburban) and online focus of the programming. There may not be a shortage of students. Market Analysis does a great job of breaking down how they plan to pull from around the state, citing other examples of schools and statistics of growing use of and interest in similar models Interview update: - cite growth of online and hybrid options. Looking into specific communities- not just state. 1000+ families responded, 850+ expressed highest level of interest = 85% - Think enrollment projections are conservative (told by charter board to lower); have had many open houses, meetings and visits. They think at least 230 students and don't have a building. Haven't done marketing. Believe once start marketing and telling story, numbers will increase - Because of other non profit they have, they know how to do community outreach. -	Enrollment goals aggressive, especially in years 2 and 3. I would have like to have seen more detailed strategy and defined market demand.
	[B3] 3. Professional Development Plan (Planning & Implementation) Is there a well-defined professional development plan for both the planning and implementation periods? Does the plan ensure that administrators and teachers are adequately prepared to implement the educational model effectively? Is there a clear connection between professional development efforts and the proposed educational model?	3.00	2.67	The applicant noted professional development (PD) plans for both the planning and implementation period. PD during the planning period will target school administrators (p. 3-4) while PD during implementation will address teachers and other instructional staff (p. 4). There is a clear connection between professional development efforts and the proposed educational model. Discuss planning year PD for leadership team. Seems aligned with model Interview update: - Individualized for staff similar to students. Staff showcase evidence that they understand a criteria for success, upload work into LMS - Admin- training with utah board; find pd for new admin	It is not evident that the PD plan ensures that administrators and teachers are adequately prepared to implement the educational model effectively. The applicant did not address PD for instructional staff prior to school opening and did not provide sufficient detail about how PD will be provided during the school year, specifically coaching and collaboration. Similarly, on-going training for administrators is not addressed. The applicant clarified during the interview that PD will be personalized and job-embedded, but a specific, well-defined plan to ensure all staff are fully prepared to successfully implement the model remains unclear.
	[B4] 4. Alignment with Mission & Vision Does the project design align with the school's mission and vision? Is there a strong connection between the educational model, growth plan, and professional development plan? Does the application demonstrate how these elements will contribute to the school's long-term success?	3.00	2.67	The applicant clearly described a strong connection between the educational model, growth plan, and professional development plan. There is general connection between the customizable approach with the model, growth plan, and pd plan. Interview update: -	Project design alignment with the school's mission and vision is vague. Key elements of the school mission (p. 4), such as rigorous outcomes and customizable support are not described in sufficient detail. Additionally, the applicant did not address how the educational model, growth plan, and professional development plan will contribute to the school's long-term success. This was clarified during the interview.
	[B5] 5. Feasibility & Sustainability Does the application address the feasibility and sustainability of the project design? Are there clear plans for funding, staffing, and resource allocation to ensure long-term success? Does the applicant provide strong evidence that the school can sustain and scale its model over time?	3.00	3.00	The applicant clearly addressed the feasibility and sustainability of the project design noting clear plans for funding, staffing, and resource allocation to ensure long-term success. The applicant provided strong evidence that the school can sustain and thoughtfully scale its model over time. 102 - Budget includes numbers of staff - According to the market analysis, it does seem like the model can scale and be sustained over time. - Projected enrollment (400) is 2x breakeven enrollment (196) for SY26-27. Good contingency planning - School has plenty of planning time Interview update: - Staffing- discusses importance of having right person but not what the structure is. Next person- They have 15 FTE staff in Y1, b/w family center and online; then have 7 community liaisons, then 5 perason for coaching/advising.	A more detailed plan of staffing and recruitment and how USP funds would be used would have been helpful.

Section Rubric Criteria		Max Points	Points Awarded	Strengths	Reviewer Comments Needs Improvement
Educational Model Project Goals	[C1] 1. SMART GoalsDoes the application provide clear, specific, and measurable SMART goals?Are the goals realistic and time-bound, with clear benchmarks for success?Do the goals align with project activities and budget allocations?Does at least one goal explicitly target ELA or Math growth for educationally disadvantaged students?	3.00	2.67	The applicant provided five clear, specific, and measurable SMART goals. The goals are realistic and time-bound with clear benchmarks for success. The goals somewhat align with project activities and budget allocations. One goal explicitly targets ELA growth for educationally disadvantaged students. demonstrates smart goals with ELA and Math-specific goals included	Some aspects of the proposed goals (p. 7) are confusing. It is not clear why the applicant included an ELA goal for educationally disadvantaged students, but not all students. Similarly, there is a math goal for all students, but not for educationally disadvantaged students. Although not required, the rationale is not evident. It is also not clear why there is a goal for PD participation and completion, but no goal or method to measure PD effectiveness. The applicant did not provide a description of the alignment between goals, project activities, and budget allocations. Specifically, the applicant did not discuss the connection between the goals in the grant budget narrative and the goals in the application narrative making the link from goals to activities, to budget allocations unclear.
	[C2] 2. Goal Tracking & Progress MonitoringDoes the application include a structured system for tracking progress toward goals?Is there a clear plan for data collection, including how progress will be measured over time?Does the plan incorporate disaggregated data analysis to track outcomes for different student groups?Are there regular progress reviews built into the system, ensuring that data informs decision-making and program adjustments?	3.00	3.00	The applicant included a structured system for tracking progress toward goals that includes a clear plan for data collection, including how progress will be measured over time and incorporates disaggregated data analysis to track outcomes for different student groups. Regular progress reviews are built into the system, ensuring that data informs decision-making and program adjustments. Clearly thought-out plan to track goals, subgroups, frequency, and how to act based on likely trends	
Plan for Serving Student Needs	[D1] 1. Strategies to Monitor & Improve Academic OutcomesDoes the application outline specific, evidence-based strategies to monitor and improve academic outcomes?Are there clear benchmarks and interventions for student progress?Does the plan include differentiated supports to meet the diverse needs of students?	3.00	2.67	The applicant outlined six specific, evidence-based strategies to monitor and improve academic outcomes (p. 10). Specific interventions for supporting student progress are listed. The applicant has stated that a key element of the school is to provide differentiated, individualized supports to meet the diverse needs of students. Meets all eval criteria. They will need to get much more specific on the appropriate supports for each group of students, but that will come during the planning year.	The applicant did not provide clear benchmarks for student progress.
	[D2] 2. Identifying & Addressing Needs of Underserved & Educationally Disadvantaged StudentsDoes the application clearly define how underserved and educationally disadvantaged students will be identified?Are there specific strategies to support students with disabilities, English language learners (ELLs), and economically disadvantaged students?Does the plan include specialized staff, interventions, or individualized supports to address student needs?	3.00	2.67	The applicant clearly defined how some underserved and educationally disadvantaged students will be identified. Specific strategies to support students with disabilities, English language learners (ELLs), and economically disadvantaged students are listed, along with the plan to include specialized staff to address student needs. Mentions that families involved in IEP identification process. Interventions for econ disadv students seems appropriate with tech and transportation investment on top of academic interventions Interview update: - Will have staff specialized with initial intake and then to identify students with child success teams through child find efforts. - Supporting underserved- rural, tech access, customized tech- might have need for supplemental tutoring- have that at family center. - Addressed interventions earlier - Focusing on communities with 85% of pop close to proposed to family center. Staffing will be limited at first. - They feel they are more nimble focusing on the Centers because not having large cap buildings requiring time and money to build. Can pop up more easily as the needs arise.	The applicant did not describe how students with disabilities will be identified if identification has not taken place prior to enrollment.This was discussed during the interview, but a clear discussion of specific processes for identification was not provided, which raised concerns about the applicant's knowledge and understanding of federal and state requirements.
	[D3] 3. Equitable & Inclusive PracticesDoes the application demonstrate a commitment to equity and inclusion with concrete policies?Are there clear implementation steps to ensure all students have access to high-quality education? Does the plan incorporate culturally responsive teaching, accessibility accommodations, and inclusive policies?	3.00	2.33	The applicant demonstrated a commitment to equity and inclusion with concrete policies. The plan incorporates accessibility accommodations and inclusive policies with clear implementation steps, such as Universal Design for Learning, to ensure all students have access to high-quality education. UDL Interview update: - ADA access - Tech innovations and support to students can access - SPED and para teachers for accommodations- both at home and at Family Centers - Culturally responsive- encourage students to engage in their culture, background. (MW- what about learning about other cultures?)	The applicant did not address culturally responsive teaching. This was discussed during the interview, but a clear and specific plan is not evident.

Section Rubric Criteria				Max Points	Points Awarded	Strengths	Reviewer Comments	Needs Improvement
Family and Community Involvement	[E1] 1. Family & Community EngagementDoes the application outline specific, sustainable strategies to engage families and the community?Are engagement efforts aligned with the school's mission and designed to build long-term partnerships?Are there clear, actionable plans for ongoing communication and involvement?	3.00	2.67	The applicant outlined specific, sustainable strategies to engage families and the community that are aligned with the school's mission and designed to build long-term partnerships. Actionable plans for ongoing involvement were clearly described. family centers act as rec centers to provide resources, activities, and events that support families. Doesn't seem like they are meant for academic purposes at all? Interview update: - Ongoing communication once school opens- have benchmarks to ensure they receive input and feedback; in-person, chat groups to stay informed, seek out input from those that may stay silent. Intentional about content going out to students and parents, asking how they are receiving info, engaging with it. Want to ensure people are consuming the info they are sending out.	Actionable plans for ongoing communication were not described. This was discussed during the interview. Although additional communication strategies prior to school opening were described, communication after opening remains unclear.			
	[E2] 2. Opportunities for Family & Community Decision-MakingDoes the application clearly define how families and community members will be involved in decision-making?Are there structured opportunities for input, especially for underserved populations?Does the plan go beyond token engagement to ensure meaningful contributions from stakeholders?	3.00	2.67	The applicant clearly described several opportunities and strategies for how families and community members will be able to provide feedback (p. 13). Structured opportunities for input, especially for "various subgroups" (p. 13) will be provided quarterly. The plan goes beyond token engagement to ensure meaningful contributions from stakeholders through quarterly committee meetings, gatherings, and roundtables. Solid ideas to integrate families.	The applicant did not clearly describe how feedback from families will be used in decision-making and by whom or how families will be involved in the decision-making.			
	[E3] 3. Pre-Operational Engagement & Stakeholder FeedbackHas the applicant demonstrated proactive outreach to families and the community before opening?Is there evidence of stakeholder feedback, and does the application explain how this feedback shaped the school's planning?Does the plan include relationship-building strategies to establish trust and community buy-in?	3.00	3.00	The applicant has demonstrated proactive outreach to families and the community before opening through meetings, forums, showcases, and input sessions (p. 13). Evidence of stakeholder feedback is provided, and the applicant clearly explained how this feedback shaped the school's planning and educational design. The plan and outreach included relationship-building strategies to establish trust and community buy-in. Evident that family input has directly influenced model and planning				
	[E4] 4. Inclusive Recruitment, Admissions, & Retention StrategiesAre there clear, inclusive strategies for recruiting and enrolling diverse students?Does the plan address accessibility and equitable participation, including multilingual outreach, flexible event times, and accommodations for families?Are there specific retention strategies to ensure long-term engagement and support for families?	3.00	3.00	The applicant described clear, inclusive strategies for recruiting and enrolling diverse students that address accessibility and equitable participation, including multilingual outreach, flexible event times, and support and accommodations for families. Specific retention strategies to ensure long-term engagement and support for families were listed that include community liaisons, regular goal setting meetings, and a student success team (p. 14). Inclusive and comprehensive strategies.				



Section Rubric Criteria		Max Points	Points Awarded	Reviewer Comments	
				Strengths	Needs Improvement
Community Support and Demand	[F1] 1. Projected Enrollment & Demographic AnalysisDoes the application include data-driven enrollment projections that reflect realistic community demand?Has the applicant used the UAPCS 2025 Demographic Data Calculator to compare projected enrollment with local demographics?Is there a clear needs analysis demonstrating demand for the proposed school?	3.00	2.33	The applicant includes data-driven enrollment projections that reflect realistic community demand. It is clear that the applicant used the UAPCS 2025 Demographic Data Calculator to determine projected school demographics. The applicant provided a clear needs analysis demonstrating demand for the proposed school (p. 15). Enrollment feels very high for a first year school, but the state-wide enrollment potential and data suggest it may be possible.	It is not evident that the applicant used the UAPCS 2025 Demographic Data Calculator to compare projected enrollment with local demographics. More specific data relating to targeted enrollment of online students. Were surveys done? Are enrollment projections based on what percentage of the current non classroom students they hope to capture?
	[F2] 2. Strategies for a Diverse Student BodyDoes the plan include specific, legally compliant strategies to recruit and retain a diverse student body?Are there clear efforts to ensure racial, socio-economic, and linguistic diversity?Does the application provide a sustainable approach to diversity beyond just initial recruitment?	3.00	2.67	The applicant listed specific, legally compliant strategies to recruit and retain a diverse student body that include digital platforms, community events, and direct engagement with underserved neighborhoods (p. 17). There are clear efforts to ensure and sustain racial, socio-economic, and linguistic diversity. multi-lingual outreach. Family centers placed in underserved areas- does that mean close to areas with no schools or areas with eco-disadv pop? Interview update: - Notes policies preventing selective practices - Marketing needs to be targeted to counter own biases and background: multi-lingual, different formats, have meetings at different hours, online/in person in various areas and not just in places that are in a particular affluent area or otherwise. - Using their financial background and understanding of how to ensure staying in compliance and not targeting a specific population	
	[F3] 3. Alignment with Community NeedsDoes the school's mission and location align with identified community needs?Is there a clear plan for leveraging community partnerships and resources?Does the application ensure accessibility and equity for all students, particularly those in underserved areas?	3.00	2.67	The school's mission and locations align with identified community needs for a clearly defined student population. There is a clear plan for leveraging community partnerships and resources including libraries, recreation centers, nonprofit organizations, and homeschooling networks (p. 17). The applicant is clearly committed to ensuring accessibility and equity for all students, particularly those in underserved areas and rural areas. School's mission aligns with community needs...but the community is not localized, it is the entire state. Interview update: - Note survey results in previous section. Results are state-wide so hard to know how many will enroll from specific population centers they are targeting. - Centers close to higher pop, buses for more rural. Wait to see where students are to expand to different centers	
	[F4] 4. Desegregation & Legal ComplianceHas the applicant demonstrated an understanding of legal obligations related to desegregation?Are there specific steps to ensure compliance with court orders, desegregation efforts, and diversity commitments?Does the plan go beyond general compliance to include proactive efforts for maintaining an equitable and inclusive enrollment process?	3.00	3.00	ML support, culturally responsive teaching. Mission to serve target demo. Understands legal commitment	
Transportation Plan	[G1] 1. Reliable & Equitable Transportation PlanDoes the plan clearly define how students will be transported to and from school?Is the transportation plan safe, reliable, and cost-effective?Does it comply with all state and federal regulations, including requirements for students with disabilities?Are there specific strategies to ensure equitable access for students from various socio-economic backgrounds?	3.00	2.67	The applicant provided some information about the school's transportation plan with clearly defined parameters regarding eligibility for school-provided transportation. The plan complies with all state and federal regulations, including requirements for students with disabilities and includes specific strategies to ensure equitable access for students from various socio-economic backgrounds. Providing free transport is great; selection process prioritizes disadvantaged groups	The applicant's transportation plan does not clearly define how most students will be transported to and from school. Therefore, it is not evident that the transportation plan is safe, reliable, and cost-effective. Alternative transportation options are not clearly outlined. Although the school will have two vans to support student transportation, a rationale is not provided for the purchase of two vans that can each seat 15 students to accommodate a projected student population of 400 in year 1. The applicant noted during the interview that transportation to Family Service Centers is on an as needed basis and not needed for all students every day. Their current plan as written does not comply with Utah law. It will have to be modified using either certified school buses or smaller passenger vehicles. Utah law does not permit the transporting of students in passenger vehicles (non school bus) capable of seating 10 or more passengers.
	[G2] 2. Accessibility & Location ConsiderationsHas the applicant considered the school's location and how it impacts student access?Are there provisions for students who cannot walk or use public transportation?Does the plan address walkability, access to public transportation, and alternative transportation options?Are cost and feasibility considered to ensure sustainable and effective transportation solutions?	3.00	2.00	The applicant has clearly considered the school's location and how it impacts student access, including walkability and access to public transportation, and addresses provisions for students who cannot walk or use public transportation through the purchase of vans with drivers. Interview update: - Stated certifications for drive - Not wedded to a size or type of van. Just want it to be accessible and ADA compliant. More of a placeholder to purchase transportation	Cost and feasibility to ensure sustainable and effective transportation solutions are not addressed in the application narrative. Non-bus vehicles are included in the budget, but it's not clear how these costs were determined. It appears that a good portion of their targeted enrollment is in rural and suburban areas. It does not seem feasible to provide service centers or transportation to reach many of these areas considering the size of the state. Looks good on paper, but does not seem practical.

Section Rubric Criteria		Max Points	Points Awarded	Strengths	Reviewer Comments Needs Improvement
Lottery Process	[H1] 1. Lottery Notification, Process, and EnrollmentDoes the application provide a clear and detailed lottery process?Is there a well-defined notification plan and timeline?Does the process follow a random and fair selection method, with exemptions (if applicable) clearly explained?Are waitlist procedures and management strategies outlined to ensure equal access for all families?If a weighted lottery is used, does the applicant provide a justified rationale, weighting system, and implementation timeline?	3.00	3.00	The applicant provided a clear and detailed lottery process with a well-defined notification plan and timeline. The process follows a random and fair selection method, with enrollment preferences clearly explained. Waitlist procedures and management strategies are outlined to ensure equal access for all families. A weighted lottery will not be used. Clear communications about process and lottery itself; meets all other criteria	No specific was identified but concept was good.
	[H2] 2. Student Recruitment, Equity, and AccessDoes the school have a comprehensive recruitment plan to engage all community segments?Are there explicit strategies for reaching underserved and educationally disadvantaged students?Is the lottery process clearly described as fair, transparent, and non-discriminatory?Are waitlist management policies, notification procedures, and timelines accessible and clearly communicated to families (e.g., on the school's website)?	3.00	2.67	The school has a comprehensive recruitment plan to engage all community segments that is described in various sections throughout the application with explicit strategies for reaching underserved and educationally disadvantaged students. The lottery process is clearly described as fair, transparent, and non-discriminatory. Waitlist management policies, notification procedures, and timelines will be accessible and clearly communicated to families (e.g., on the school website). lottery process and Waitlist policies are clear Interview update: - addressed reachin underserved generally through financial modeling background - addressed lottery process	
Governance, Automy and Project Administration	[I1] 1. Board Member Information & RolesDoes the application provide a complete list of board members, including names and contact information?Are the roles and expertise of each board member clearly defined, demonstrating alignment with school oversight and governance needs?Does the board composition reflect the community's needs, ensuring diverse and well-rounded leadership?If applicable, are partner roles clearly described in relation to the board's governance?	3.00	2.67	The applicant provided a complete list of board members, including names and contact information. The roles and expertise of each board member are clearly defined, demonstrating alignment with school oversight and governance needs. Complete list. Board includes range of skills and experiences that will add value to the creation and development of the school. Great focus on various youth services- education, work-based learning, policy and data insight	It is not evident that the board composition reflects the community's needs, ensuring diverse and well-rounded leadership. Although the applicant mentions a number of partnerships throughout the application (see for example p. 3, 13, 16, 17, 22), partners are not specifically identified and roles are not clearly described in relation to the board's governance. Partnerships were clearly discussed during the interview.
	[I2] 2. Project Management & Support TeamDoes the application identify a project manager and key support team members? Are their roles, responsibilities, and expertise clearly outlined?Is there a structured plan for how the project will be managed within budget and timeline constraints?Have all required documents been uploaded to support the project administration?	3.00	2.33	The applicant identified a project manager and key support team members with their roles and responsibilities clearly outlined. A structured plan for how the project will be managed within budget and timeline constraints is described using a project management calendar (p. 24). Key owners and stakeholders identified with clear roles. Project timeline makes sense Interview update: - hired community engagement specialist - Board treasurer transitioning to BA - ED- Goal hire by August, sounds like haven't started	Key personnel such as executive director and business manager have yet to be hired. These are very difficult positions to fill and critical to the schools success. Would like to see these positions filled as soon as possible.
	[I3] 3. Administrative Relationship & AutonomyIs the relationship between the school and authorizer clearly described?Does the application specify the level of autonomy and flexibility granted to the school?Are the services provided by the authorizer well-defined?Does the description align with ESEA § 4310 (2) regarding charter school autonomy?	3.00	3.00	The relationship between the school and authorizer clearly is described with the services provided by the authorizer well-defined. The applicant clearly specified the level of autonomy and flexibility granted to the school. The description aligns with ESEA § 4310(2) regarding charter school autonomy. Clear distinction of roles with autonomy illustrated.	
	[I4] 4. Quality Controls & Accountability MeasuresAre there clear quality control mechanisms in place for governance, operations, and performance management?Does the application outline accountability measures, including performance agreements, financial oversight, and operational compliance?Are there defined criteria for contract renewal, revocation, or intervention in case of non-compliance?Does the school provide a comprehensive plan to ensure financial and operational sustainability?	3.00	2.33	The applicant described quality control mechanisms in place for governance, operations, and performance management. The applicant outlined accountability measures, including annual reviews, data tracking, and regular oversight. The applicant provided a comprehensive plan to ensure financial and operational sustainability (p. 5-6). Meets all criteria. Good checks to track and to remain in compliance	Some of the information regarding quality controls and accountability lack detail and raise concerns. For example, some of the accountability measures do not indicate the person or position responsible for the task, such as annual performance reviews and financial oversight. Additionally, the applicant noted that accountability includes quarterly review of student data by school leadership and quarterly reviews by the board, but these do not seem frequent enough to ensure reasonable opportunities for course correction, if needed. Although the applicant noted that failure to meet performance benchmarks can trigger formal review and probation or charter revocation (p. 25), the applicant did not include defined criteria for contract renewal, revocation, or intervention in case of non-compliance. Weak in defining criteria for contract renewal, revocation, or intervention in case of non-compliance.

Section Rubric Criteria				Reviewer Comments	
		Max Points	Points Awarded	Strengths	Needs Improvement
Financial Management	[J1] 1. Budget Narrative – Expenditures & JustificationDoes the budget narrative clearly detail all expenditures, particularly for personnel costs?Are the justifications for each expense aligned with the planned activities?Does the budget rationale explicitly state how personnel costs fit within the planning period?Is there a strong connection between financial planning and programmatic goals?	3.00	3.00	The budget narrative clearly details all expenditures, particularly for personnel costs and includes justifications for each expense that are aligned with the planned activities. The budget rationale explicitly states how personnel costs fit within the planning period. A strong connection between financial planning and programmatic goals is described. Expenses make sense for the most part. Personnel make sense	
	[J2] 2. Planning vs. Implementation Period ActivitiesDoes the budget clearly differentiate between planning and implementation phases?Are all activities logically categorized within the appropriate phase?Does the distinction between planning vs. implementation align with the overall project narrative?	3.00	3.00	The budget clearly differentiated between planning and implementation phases. The budget is structured with a clear breakdown of fund allocation between planning and implementation. All activities are logically categorized within the appropriate phase. The distinction between planning vs. implementation aligns with the overall project narrative. Distinction is appropriate and clear	
	[J3] 3. Budget Phase DelineationIs the budget structured with a clear breakdown of fund allocation between planning and implementation?Are all expenditures properly categorized within the respective phases?Does the budget correspond to the overall project plan, ensuring logical and strategic financial planning?	3.00	3.00	The budget corresponds to the overall project plan, ensuring logical and strategic financial planning. Proper categorization, clearly structured	
	[J4] 4. Accountability for FundsDoes the application include a clear financial accountability plan?Are internal controls, financial reporting, and audit procedures well-defined?Does the applicant demonstrate compliance with grant requirements and best practices for financial management?Is there a plan to ensure transparency and fiscal responsibility throughout the grant period?	3.00	3.00	The applicant included a clear financial accountability plan with internal controls, financial reporting, and audit procedures well-defined. The applicant demonstrated compliance with grant requirements and best practices for financial management that includes a plan to ensure transparency and fiscal responsibility throughout the grant period. Controls will be in place- separation of duties, additional audit, use of software, reporting Interview update: - Use different budgeting tools, want more streamlined service. Using projections now They have retain a solid financial advisement firm to hel them with their set up and implementation.	
	[J5] 5. Post-Grant SustainabilityDoes the applicant provide a realistic sustainability plan for financial stability after the grant period?Are there identified funding sources and a long-term financial strategy?Is there a clear roadmap for maintaining operations once grant funds are no longer available?Does the sustainability plan demonstrate feasibility and alignment with the school's growth projections?	3.00	2.67	The applicant provided a realistic sustainability plan for financial stability after the grant period with potential funding sources and a long-term financial strategy. There a clear roadmap for maintaining operations once grant funds are no longer available with clear intent for grant funds to be used for non-recurring startup costs. The sustainability plan demonstrates feasibility and alignment with the school's growth projections. Purchases are generally one-time costs. Would be recurring costs in the planning period are eliminated in the implementation period Interview update: - address experience in finance to understand how to mesh school goals with sustainability. Transparent about need to balance budget as priority. - New BA has a lot of auditing experience - Revenue spread across expenses- scalable staffing, ensuring overhead are not hindering recruitment/add'l staff; family service centers	
Overall Review Comments				The applicant clearly described a strong connection between the educational model, growth, and professional development. The applicant clearly addressed the feasibility and sustainability of the project design. The applicant included a structured system for tracking progress toward goals. The applicant demonstrated a commitment to equity and inclusion with concrete policies. The applicant demonstrated thoughtful planning for family involvement. The applicant provided a clear and detailed lottery process. The applicant provided strong plans for financial management. Overall, this school seems to meeting a clear and present demand in the community. This is a unique model to blend online and in-person learning and has clearly listened to families in developing their model. Their leadership model during planning year and board experience set them up for success for start up	Some elements of the application lack detail and connection, which is confusing. For example, the description of the educational model did not provide a comprehensive picture of the educational design. The applicant did not describe how students with disabilities will be identified if identification has not taken place prior to enrollment. It was not evident that the board composition reflects the community's needs, ensuring diverse and well-rounded leadership. I remain unclear and weary of how the family success centers will be integrated into the programming and, further, how they will physically be used. The timeline from deciding where to create the centers to getting them up and running is tight, to say the least. Then there is the issue of how accessible they really will be across the entire state of potential students. While the school is recruiting across the state, they did mention a few target or key districts. They did not list demographic information for those districts. I am concerned about the true efforts to encourage desegregation based on their recruitment and marketing efforts. That will need to be specified.

Section Rubric Criteria				Reviewer Comments	
				Strengths	Needs Improvement
Competitive Preference Priorities		<b>Max Points</b>	<b>Points Awarded</b>		
		<b>10</b>	<b>7.33</b>		
	[PP1] Applicants are evaluated on their ability to demonstrate innovation in their charter model. Applicant clearly addresses a specific unmet need in the target community.	1	1.00	The applicant demonstrates innovation in their charter model through a mastery-based, flexible, online student-centered education enhanced by regional Family Service Centers for individualized support. The applicant clearly addressed a specific unmet need in the target communities. The applicant described plans to provide a high-quality high school program that will prepare students for graduation and post-secondary life. The applicant clearly articulated plans for meeting rural needs. The applicant defined clear strategies to promote educator and community engagement. The applicant proposed meaningful collaborations that will improve educational outcomes. Partnership with Traditional district- great example of collaboration. I hope it happens.	The applicant did not include specific, measurable goals for collaboration success. HQ HS program- no specific details or plans to have those programs Educator and community engagement- not referenced in the application narrative. Are they actually planning for this? No mention of underserved students.
	[PP2] Additional Points may be awarded for schools that provide a high-quality high school program.	2	1.33		
	[PP3] Additional Point may be awarded for schools that articulate meeting rural needs.	1	1.00		
	[PP4] Additional Points may be awarded for schools that define clear strategies to promote educator and community engagement. Demonstrates commitment to supporting underserved students.	2	1.33		
	[PP5] Charter School/Traditional Public School Collaboration	1	0.67		
	[PP6] Clearly describes each member, stating whether the collaboration is new or existing and defining its purpose and duration.	1	0.67		
	[PP7] Outlines roles and responsibilities of each member, explaining how the collaboration benefits students, families, or schools.	1	0.67		
	[PP8] Identifies resources each member will contribute and, if applicable, includes specific, measurable goals for collaboration success.	1	0.67		