New School Site Notification Request

Charterholder Info

Charter Holder

Name:
Sage Academy, Inc.

CTDS:
07-86-88-000

Mailing Address:
P.O. Box 1400
Surprise, AZ 85378
› View detailed info

Representative

Name:
Lenny Letcher

Phone Number:
623-583-0113

Fax Number:
623-583-4451

Downloads

Download all files

Form Fields

Name of school
Sage at Bella Vista

Grade levels to be served

K
1st
2nd
3rd
4th
5th
6th

First day of Operation
08/14/2013

Physical Address
33401 N 56th Street
Scottsdale, AZ 85262

Physical Phone Number
602-485-3402

Physical Fax Number
602-485-7874

Mailing Address
1055 E Hearn Road
Phoenix, AZ 85022

Mailing Phone Number
602-485-3402

Mailing Fax Number
602-485-7874

Attachments

Board Minutes — Download File

Occupancy Documentation

Download File — Certificate of Occupancy
Download File — Fire Marshall Inspection
Download File — Start Up Costs File

Lease agreement or proof of purchase for facility — Download File

Copy of Fingerprint Clearance Card for school site administrator — Download File

Copy of liability insurance coverage — Download File

Narrative — Download File

Additional Information*
No documents were uploaded.

Signature

Charter Representative Signature
Lenny Letcher 08/01/2013

Sage Academy Scottsdale Campus Narrative

Our new campus will serve the K-6 student population of the of Cave Creek, Carefree, North East Phoenix and North Scottsdale communities. These communities are socio-economically diverse ranging from very wealthy to middle and lower income families. The areas minority population is less than in other communities in the Phoenix metropolitan area but has been growing. Although all schools, public or charter in the area are rated as Excelling or performing by the Arizona Department of Education, there is still a significant percentage of students who are approaching or falling below satisfactory achievement levels on the Standardized AIMS tests. In addition the major unified school district serving the area has seen increased parent dissatisfaction with the approach to education being offered. Class sizes have increased over the last three years and school size has also become an issue.

We feel that parents in this area are looking for a school choice that is aligned with a challenging curriculum in a small school that provides connected teachers and a safe and welcoming environment. Our school will serve this need by providing a superior educational experience in a safe and nurturing environment with advanced brain compatible learning methods and challenging contextual and content rich coursework. We will prepare our students to excel in middle school, secondary and post secondary education by developing proficiency in 21st Century skill sets that are embedded within the curriculum.

Our school's educational philosophy is to **start with the end goal in mind**, to understand and to provide our students with content and skills that will make our students successful in all stages of their education and ultimately when they enter the workforce of the future. We believe that every student has an **intrinsic desire to learn** and his/her own style of learning. Our task is to provide an **environment conducive to learning**, a curriculum with content that is **relevant and challenging** and use the teaching **methods and tools** that allow students to discover and engage their own learning abilities.

Core Beliefs

The core beliefs that drive our educational approach are:

- We will start **with the end goal in mind**. Student's success in the educational and workplace arenas requires **content knowledge** and **proficiency in 21st Century skills**.
- Developing proficiency in 21st Century skills goes beyond providing a content rich educational environment. Students need to develop **applied skills** that will allow them to participate and compete in the **diverse, creative, collaborative** work teams that are the norm of today's educational and professional institutions.
- Understanding how the brain and body learn best is essential to effective teaching. Our teacher's delivery methods and educational tool boxes will account for the fact that everyone learns differently.
- Learning occurs best in a **safe and nurturing environment**. Academic and social learning is enhanced when students feel emotionally safe.
- **Schoolwork and home work will be relevant**. Work that is not perceived as meaningful or achievable by students is detrimental to learning. Students that are overburdened with excessive homework experience stress and a lack of balance in their lives.

- **Emotional intelligence** or quotient (EQ) is equally important as the intelligence quotient (IQ). Developing a student's EI helps the students understand their emotions and identify appropriate responses to situations. Students will be better adapted to succeed in collaborative groups and more inclined to participate as contributors to society through community service.

Instructional Program

Our school's instructional framework philosophy is that our students must not only have a rich background in academic content, they must also be prepared with 21st Century skills. The **Partnership for 21st Century Skills** (P21) and **NCREL'S enGuage, Literacy in the Digital Age**, advocate 21st Century readiness for all students by means of **integrating core academic content and the 4 C's** (critical thinking and problem solving, communications, collaboration and creativity and innovation in all school settings.

21st Century Skills are global. The framework of instruction consists of six key areas.

- Core Subjects
  - Math
  - English
  - Science
  - The Arts
  - Foreign Language
- 21st Century Themes
  - Global awareness
  - Financial literacy, Economic, Business and Entrepreneurial Literacy
  - Civic Literacy
  - Health Literacy
  - Environmental Literacy
- Learning and Innovation
- Information Media and Technology Skills
- Life and Career Skills
  - Flexibility and Adaptability
  - Initiative and Self Direction
  - Social and Cross Cultural Skills
  - Productivity and Accountability
  - Leadership and Responsibility
- Assessments / Metrics / Success Criteria

Learning Philosophy

Our learning philosophy aligns most closely with the concepts of ***Brain-Compatible Learning*** **(BCL)** which is based on studies of how the brain processes and retains information. Why? It has been developed through thousands of studies and millions of research hours of large groups of multi-aged, multi-cultural subjects to determine how human learning actually occurs. This is a biologically-based approach to learning that is common to all human beings and which means that it can be applied with all students with their various learning styles, capabilities and disabilities. BCL takes into account prior knowledge and Individual cultural and socio-economic conditions and their role in the learning process as well. This educational approach results in three important things:

- BCL accepts and incorporates multiple learning styles, which results in more opportunities for pupils and parents to discover which learning methods work best in their particular circumstance.
- BCL inherently teaches the instructors to be better teachers.
- BCL develops a pupil with better learning capabilities, which in combination with a solid curriculum, results in improved scholastic and social performance.

Among the established tenets of Brain-Compatible Learning, we adopt the following as key principles:

- **Every brain is uniquely organized**.
    - Our task is to help each pupil discover how they can best unlock their potential for receiving, storing, analyzing and retrieving information - personalized instruction.
- **Emotions are critical to developing learning patterns** and improving attention, meaning and memory - learning environment.
    - Our task is to provide an environment that is brain friendly - safe, free from stress, stimulating and social.
- **The brain is social**, it develops better in concert with other brains.
    - Our task is to teach each pupil the foundations of respect for self and others, honesty and tolerance so that they can productively engage with other minds - the 21st Century skill of collaboration leads to creativity and innovation; teamwork fosters sacrifice and leadership; when we get along as human beings, respecting each other's ideas, opinions and personalities good things happen because we work for the greater good.

BCL is the educational science that results from the application of the neuroscience body of knowledge to the educational theme, it **emphasizes methodologies** and educational concepts **that support the natural learning function of the brain at various stages of development**. This mind, brain and education science (Souza 2011) is a **comprehensive approach** that has identified brain friendly techniques and recurring learning behaviors that create a framework for effective instruction, including:

- Mastery learning
- Cooperative/Collaborative learning
- Problem-based learning
- Multiple intelligences
- Differentiated Instruction
- Experiential learning
- Practical Simulations

Success Criteria

We place a high value on metrics and results because they are what demonstrate the effectiveness of our approach to learning. We will primarily rely on the use of **formative assessments** to continually monitor student learning and comprehension and to modify instructional delivery methods or re-teach content when needed. Assessments will include:

- Student self assessments...
- Peer reviews
- Students teaching students
- Journals
- Authentic projects
- Traditional Testing

Summative Assessments will also be used to asses learning. These will include:

- Quarterly testing for comprehensive core content understanding
- Student Performance on State mandated testing

Our students will consistently perform above state standards in all core academic subjects as measured by state and national standardized tests. Evidence of competency with 21st century skills will be demonstrated through student led projects, participation in civic service and by students taking active roles in leadership within and outside of the school environment.

Smaller Classrooms

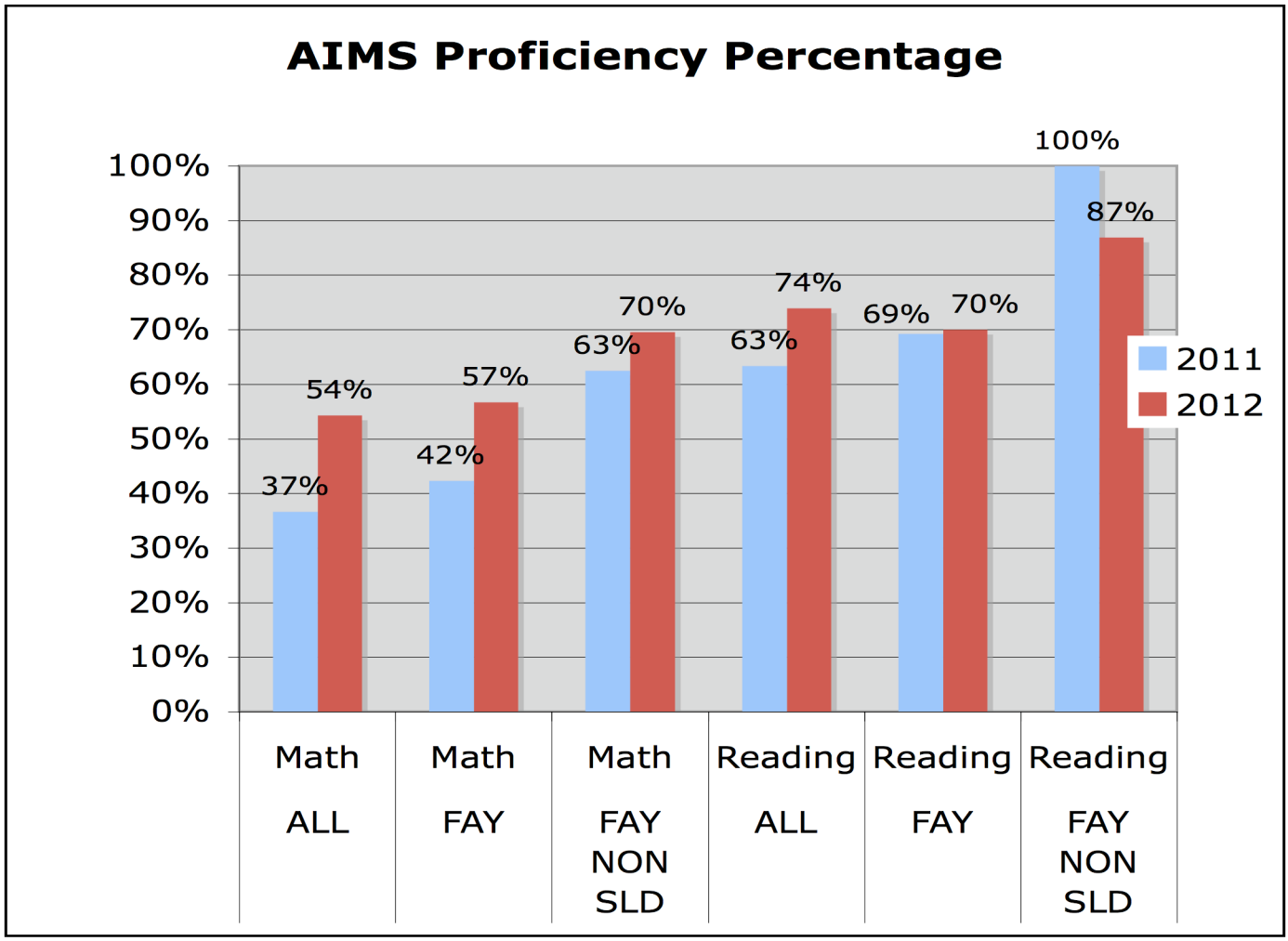
Research into the benefits of a smaller classroom setting clearly indicates that the effect of cumulative time (i.e. two or more years) in a smaller classroom setting results in markedly better performance and graduation rates. Our class size at this campus will be limited to less than 18 students per class. This allows a teacher more to develop a student –teacher connection based on a real understanding of the student's needs and learning styles and to customize their work together. The benefits of a smaller classroom are real:

- Results of Project STAR, in which 5,000 students were tracked from K-12 shows that for all students combined, spending four years in a small class in K-3 was associated with an 11.5 percent increase in high school graduation rates. This effect was even greater for low socioeconomic students.
- After four years in a small class, the graduation rate for free-lunch students was as great as or greater than that for non-free lunch students (more than doubling the odds of graduating).
- The study also revealed a strong relationship between mathematics and reading achievement in K-3 and graduation from high school.

Every parent wants for their child's educational experience to be a good and successful one and there is real money and time invested in this pursuit. Every parent seeks a safe environment in which their child can shine to the best of their given abilities. We believe that we can provide that learning environment and that helps students learn better and to love the process of learning. One of the benefits of our approach is that we translate these techniques into a more personalized instruction that leads to better academic results and a more meaningful school experience for our students and parents.

Academic Progress

Our 2012 Aims results as shown below documents are students' success in our classrooms. Due to the relocation of the school campus and addition of new students in the area after school started, we had a large amount of students that participated in the tests but will not be considered full academic year (35%). Overall our AIMS percentage of passing improved in both Math & Reading over 2011. Most significantly is the increase in Math proficiency percentage passing. Our special education population still accounts for almost 1 in 4 of those participating in AIMS. The 2012 median growth percentage is unavailable at the time of this submission.



		Passed Math	Failed Math		
Students Took Aims 3-8 2012	46	25	21	54%	
Full Academic Year	30	17	13	57%	Includes 23% SLD population
Full Academic Year - Non SLD	**23**	**16**	**7**	**70%**	
		Passed Reading	Failed Reading		
Students Took Aims 3-8 2012	46	34	12	74%	
Full Academic Year	30	21	9	70%	Includes 23% SLD population
Full Academic Year - Non SLD	**23**	**20**	**3**	**87%**	

		Passed Math	Failed Math		
Students Took Aims 8 2012	8	5	3	63%	
Full Academic Year	6	4	2	67%	Includes 34% SLD population
Full Academic Year - Non SLD	**4**	**3**	**1**	**75%**	
		Passed Reading	Failed Reading		
Students Took Aims 8 2012	8	7	1	88%	
Full Academic Year	6	5	1	83%	Includes 34% SLD population
Full Academic Year - Non SLD	**4**	**4**	**0**	**100%**	

		Passed Math	Failed Math		
Students Took Aims 7 2012	6	2	4	33%	
Full Academic Year	4	2	2	50%	Includes 25% SLD population
Full Academic Year - Non SLD	**3**	**2**	**1**	**67%**	
		Passed Reading	Failed Reading		
Students Took Aims 7 2012	6	4	2	67%	
Full Academic Year	4	3	1	75%	Includes 25% SLD population
Full Academic Year - Non SLD	**3**	**3**	**0**	**100%**	

		Passed Math	Failed Math		
Students Took Aims 6 2012	8	5	3	63%	
Full Academic Year	5	3	2	60%	Includes 40% SLD population
Full Academic Year - Non SLD	**3**	**3**	**0**	**100%**	
		Passed Reading	Failed Reading		
Students Took Aims 6 2012	8	6	2	75%	
Full Academic Year	5	3	2	60%	Includes 40% SLD population
Full Academic Year - Non SLD	**3**	**3**	**0**	**100%**	

		Passed Math	Failed Math		
Students Took Aims 5 2012	6	3	3	50%	
Full Academic Year	4	2	2	50%	Includes 50% SLD population
Full Academic Year - Non SLD	**2**	**2**	**0**	**100%**	
		Passed Reading	Failed Reading		
Students Took Aims 5 2012	6	3	3	50%	
Full Academic Year	4	2	2	50%	Includes 50% SLD population
Full Academic Year - Non SLD	**2**	**2**	**0**	**100%**	

		Passed Math	Failed Math		
Students Took Aims 4 2012	6	3	3	50%	
Full Academic Year	4	2	2	50%	
Full Academic Year - Non SLD	**4**	**2**	**2**	**50%**	
		Passed Reading	Failed Reading		
Students Took Aims 4 2012	6	6	0	100%	
Full Academic Year	4	4	0	100%	
Full Academic Year - Non SLD	**4**	**4**	**0**	**100%**	

		Passed Math	Failed Math	
Students Took Aims 3 2012	12	7	5	58%
Full Academic Year	7	4	3	57%
Full Academic Year - Non SLD	**7**	**4**	**3**	**57%**

		Passed Reading	Failed Reading	
Students Took Aims 3 2012	12	8	4	67%
Full Academic Year	7	4	3	57%
Full Academic Year - Non SLD	**7**	**4**	**3**	**57%**

		Reading	Math	Language
All Students - Stanford 10 Mean Number Correct/Scaled Score	8	19.1 / 590.3	19.5 / 568.5	20.3 / 577
Mean National NCE	8	39.7	40.5	35.4
Full Academic Year - Stanford 10 Number Correct/Scaled Score	5	22.8 / 612.6	23.8 / 598.2	24.6 / 606.6
FAY - Mean National NCE	5	49.7	54.6	48.9
FAY - Number over 50% Natl NCE		2	4	1
FAY % over 50 Natl NCE		40%	80%	20%

Sage Academy

1055 E Hearn Road
Phoenix AZ 85022

Thursday, February 7th, 2013

Regular Session Meeting held at 6:00 pm.

MINUTES of the GOVERNING BOARD

Opening Prayer – Everett Baker

Pledge of Allegiance

Call to the Public – Read by Lenny Letcher

Roll Call – Members Present:
Lenny Letcher – Chairman
Dave Adams – Member via phone
Everett Baker – Member Elect
Jacqueline Miller – Member Elect
John Pierce – Member Elect

Board Membership - Motion made by Lenny Letcher to elect 3 individuals to board for remaining of 2012/2013 school year. Those individuals are: Everett Baker, Jacqueline Miller, and John Pierce. Dave Adams seconded the motion. Motion passed unanimously.

Approval of Prior Minutes – Minutes were prepared and read by Lynnette Letcher. Motion made by Dave Adams to accept the corrected minutes. Dave Adams seconded the motion. Motion passed unanimously.

Director's Report – Presented by Ginger Morton

Old Business –

- Proposed Additional Site Review – Motion made by Lenny Letcher to open 2nd site at Bella Vista campus. Dave Adams seconded the motion. Motion passed unanimously.

New Business –

- Governing Board Bylaws – Motion made by Lenny Letcher to modify the bylaws to require the minimum governing board be no less than three members and no more than seven. Dave Adams seconded the motion. Motion passed unanimously.

- 2013-2014 Calendar Adoption – Motion made by Everett Baker to adopt calendar as presented. John Pierce seconded the motion. Motion passed unanimously.

Everett motions to adjourn regular session
Lenny seconds the motion
Regular Session adjourned.

ACORD™ CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YY) 05/21/2012

PRODUCER PRODUCER_VOIC

PHILADELPHIA INSURANCE COMPANIES
14500 N NORTHSIGHT BLVD #304
SCOTTSDALE , ARIZONA

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

INSURERS AFFORDING COVERAGE	NAIC#
INSURER A: PHILADELPHIAINDEMITY INSURANCE CO	
INSURER B:	
INSURER C:	
INSURER D:	
INSURER E:	

INSURED

SAGE ACADEMY CHARTER SCHOOL
1055 E HEARN ROAD
PHOENIX, ARIZONA 85022

COVERAGES Serial # 100278

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	ADD'L INSRD	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS	
A	X	GENERAL LIABILITY X COMMERCIAL GENERAL LIABILITY CLAIMS MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: S POLICY PRO-JECT LOC	PHPK859226	5-29-2012	05-29-2013	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000. $ 100,000. $ 5,000. $ 1,000,000. $ 2,000,000. $ 2,000,000.
		AUTOMOBILE LIABILITY ANY AUTO ALL OWNED AUTOS SCHEDULED AUTOS HIRED AUTOS NON-OWNED AUTOS				COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ $ $ $
		GARAGE LIABILITY ANY AUTO				AUTO ONLY - EA ACCIDENT OTHER THAN AUTO ONLY: EA ACC AGG	$ $ $
		EXCESS/UMBRELLA LIABILITY OCCUR CLAIMS MADE DEDUCTIBLE RETENTION $				EACH OCCURRENCE AGGREGATE	$ $ $ $ $
		WORKER'S COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? If yes, describe under SPECIAL PROVISIONS below				WC STATU-TORY LIMITS OTH-ER EL EACH ACCIDENT EL DISEASE - EA EMPLOYEE EL DISEASE - POLICY LIMIT	$ $ $ $
		OTHER					

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/EXCLUSIONS ADDED BY ENDORSEMENT/SPECIAL PROVISIONS

33401 N 56TH ST.
SCOTTSDALE, ARIZONA

CERTIFICATE HOLDER

EVIDENCE OF INSURANCE

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE

Theresa J Hancock

© ACORD CORPORATION 1988

OFFER AND INTENT TO LEASE

July 19, 2013

Re: 2000 square feet in building 600 located at 33401 N. 56th Street, Scottsdale, Arizona, 85266.

The following proposal is being submitted on the behalf of **Apogee Education LLC** for the above referenced site. **Apogee Education LLC** Proposes to sublease to **Sage Academy Inc.** and **Sage Academy Inc.** proposes to sublease from **Apogee Education LLC,** a portion of its leased premises located at 33401 N. 56th street, Scottsdale, Arizona, as follows subject to:

1. Sublandlord: **Apogee Education LLC**

2. Subtenant: **Sage Academy Inc.**

3. Premises: A portion of premises currently leased to Apogee Education, located in the City of Scottsdale, County of Maricopa, State of Arizona, consisting of **approximately 2000 square feet in building 300 including classroom furnishings, within the Apogee Education LLC Campus located at 33401 N. 56th Street, Scottsdale, Arizona, 85266.**

4. Term: The term of the lease shall be for **Twelve Months (1)** year, beginning at **noon August 1st 2013 and ending at noon on July 31th 2014**. A subsequent term of 3 years may be entered into with the agreement of the parties and subject to the terms of the Master Lease.

5. Possession: **August 1, 2013 at noon,** Upon execution of a valid sublease signed and executed by both parties and receipt by Sublandlord of payment of first months rent and the security deposit.

6. Base Rent: **$7.00 per square foot during the initial lease term, payable to Sublandlord in equal monthly installments of $1166.67 on the first of each month** at Sublandlord's address, P.O. Box 28096, Scottsdale, Arizona, 85255.

7. Security Deposit: Tenant shall pay to Landlord upon the execution of a lease a security deposit equal to the last months rent, which shall be refundable under the terms of the lease.

8. Use: The Premises shall be used and occupied only for a **charter school under the charter provided to Charter Holder, Sage Academy Inc., serving grades K-6** and for no other use or purpose.

9. Condition of Premises: Subtenant will have the right to inspect the premises prior to executing the lease agreement and accepts the premises in as is condition.

10. Repairs and Maintenance: Subtenant agrees to be responsible for repair and maintenance for their subleased portion of premises as outlined in the Master Lease.

11. Insurance: Subtenant will provide liability and other insurance coverage's as outlined in the Master Lease. Subtenant will name Sublandlord and Landlord as insured.

12. Review and Inspection: Subtenant will have the right to review the Master Lease prior to executing a lease with Sublandlord and Subtenant will receive a copy of the Master Lease with their executed copy of the sublease agreement.

This Letter does not create a binding agreement between the Sage **Academy Inc.** and **Apogee Education LLC** and will not be enforceable. Only the future lease agreement, duly executed by the **Apogee Education LLC** and the Sage **Academy Inc.**, and approved by the master lease Landlord will be enforceable. The terms and conditions of any future lease agreement will supersede any terms and conditions contained in this Letter. **Sage Academy Inc** and Apogee **Education LLC** are not prevented from entering into negotiations with other third parties with regard to the subject matter of this Letter.

This Letter accurately reflects the understanding between Apogee Education LLC (Sublandlord) and the Sage Academy Inc., signed on this July day of 19, 2013.

Per: _____
Sage Academy Inc. (Subtenant)

Per: _____
Apogee Education LLC (Sublandlord)

Certificate of Occupancy

DEPARTMENT OF PLANNING & DEVELOPMENT
BUILDING INSPECTION UNIT

The described portion of the building has been inspected for compliance with the requirements of this code for the group and division of occupancy and the use for which the proposed occupancy is classified.

BUILDING ADDRESS 33401 N. 56TH ST REMODEL

OCCUPANT TYPE B/E-1 OCCUPANT LOAD

OWNER OF BUILDING CAVE CREEK SCHOOL DISTR

OWNER'S ADDRESS 33606 N 60TH ST

CITY SCOTTSDALE AZ 85262

Ed Peaser DATE FEBRUARY 4, 1999

BUILDING INSPECTION MANAGER
ED PEASER C.B.O.

PERMIT # 006797

POST WITHIN THE PREMISES IN A CONSPICUOUS LOCATION

CD10430 (3/98)

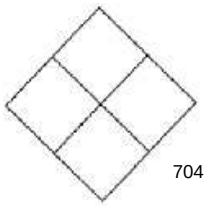
CITY OF SCOTTSDALE FIRE PREVENTION

OCCUPANCY INSPECTION / TEST CERTIFICATE

OCC CLASS	**E(06)**	USAGE	**3006-MISC TYPE SCHOOL**	SITE ID	**81429**
SITE NAME	**BELLA VISTA SCHOOL (CAMPUS) (SEE DESERT ARROYO CCUSD SITE)**			ROUTE	**B2**
ADDRESS	**33401 N 56TH ST**			PERMIT	
OWNER/MGR				ACTIVITY	**GENERAL REINSPECTION**
INSPECTOR	**DAWSON, BOB**	DATE	**06/05/2012**		

ITEMS TO BE CORRECTED:

☐ SPRINKLER ☐ NON-SPRINKLER



☐ **APPROVED**

☐ **APPROVED/COMMENTS**

☐ **REJECTED**

☑ **COMPLETED**

COMMENTS

Repairs from last inspection dated 11/9/2011 are complete
Occupancy approved

Note: CCUSD has continuing alarm upgrades for this site!

THIS IS AN OFFICIAL NOTICE OF CODE VIOLATIONS REQUIRING CORRECTION. THIS INSPECTION IS FOR YOUR SAFETY AND THE SAFETY OF THE CITIZENS OF SCOTTSDALE. YOUR COOPERATION IS APPRECIATED.

COPY RECEIVED BY _____ DATE _____

PERMANENT FILE

START UP COST P & L PROJECTIONS
BELLAVISTA/SAGE CHARTER SCHOOL

First Month Expenses

Staff	
Teacher Salaries	$12,667
Specials	$504
Admin	
Principal	$0
Asst. Principal	$0
Director of Development	$0
Receptionist	$1,667
Bus Driver	$700
Health Insurance	$2,310
FUTA	$1,700
WORKERS COMP	$279
Special needs Services	$565
Operating Costs	
Rent	$1,000
Utilities	$198
Liability Insurance	$400
Vehicle Insurance	$140
Curriculum	
Office Expenses	**$450**
Maintenance	**$0**
Accounting Service	**$ 1,500**
Legal	**$ 200**
Total Expenses	**$24,281**

Notes:

Administration	Principal and Vice Principal will defer wages until Equalization funds come in so no start up funds needed for this item.
Curriculum	Curriculum has already been purchased with prior funds.
Maintenance	Site was recently painted and refreshed during the summer of 2013 with prior funds.
Rent	Lease deposit has been paid with prior funds.