

Class Size Reduction

Report of FY 2014 and FY 2015



Prepared by the

Utah State Office of Education

October 31, 2015

Brad Smith, State Superintendent of Public Instruction

Brad.Smith@schools.utah.gov

Sydnee Dickson, Deputy State Superintendent

Sydnee.Dickson@schools.utah.gov

Scott Jones, Associate Superintendent of Business and Operations

Scott.Jones@schools.utah.gov

Table of Contents

Program Description and Current Formula	3
Legislative Intent Language	4
Research and National Standards Regarding Class Size.....	4
Methods of Calculating Class Size and Data Used	6
Online Programs and Necessarily Existent Small Schools.....	7
Total Cost of a Statewide Class Size Maximum.....	7
Funding Class Size Reduction	9
Fiscal Year 2014 Class Size Reduction Survey Results.....	10
Impact of Moving Class Size Reduction Into the WPU Value	11
Impact of Distributing the Class Size Reduction Appropriation on K-3 or K-5 ADM.....	11
Program Standards/Performance Measures	12
Courses of Action	12
Appendix A – Median Class Size in Elementary Schools, 2013-14.....	14
Appendix B – Class Size Reduction Data, 2013-14	19
Appendix C – Impact of Moving Class Size Reduction Into the WPU Value, Projected FY 2017	23
Appendix D – Class Size Reduction Funding Based on Grades K-3 and K-5, FY 2016	28

Class Size Reduction Appropriation

In Compliance with Intent Language of HB2 of the 2015 General Legislative Session

Minimum School Program Title: Class Size Reduction
USOE Section Reporting: School Finance
FY 15 Allocation: \$115,783,200
Authorization: 53A-17a-124.5

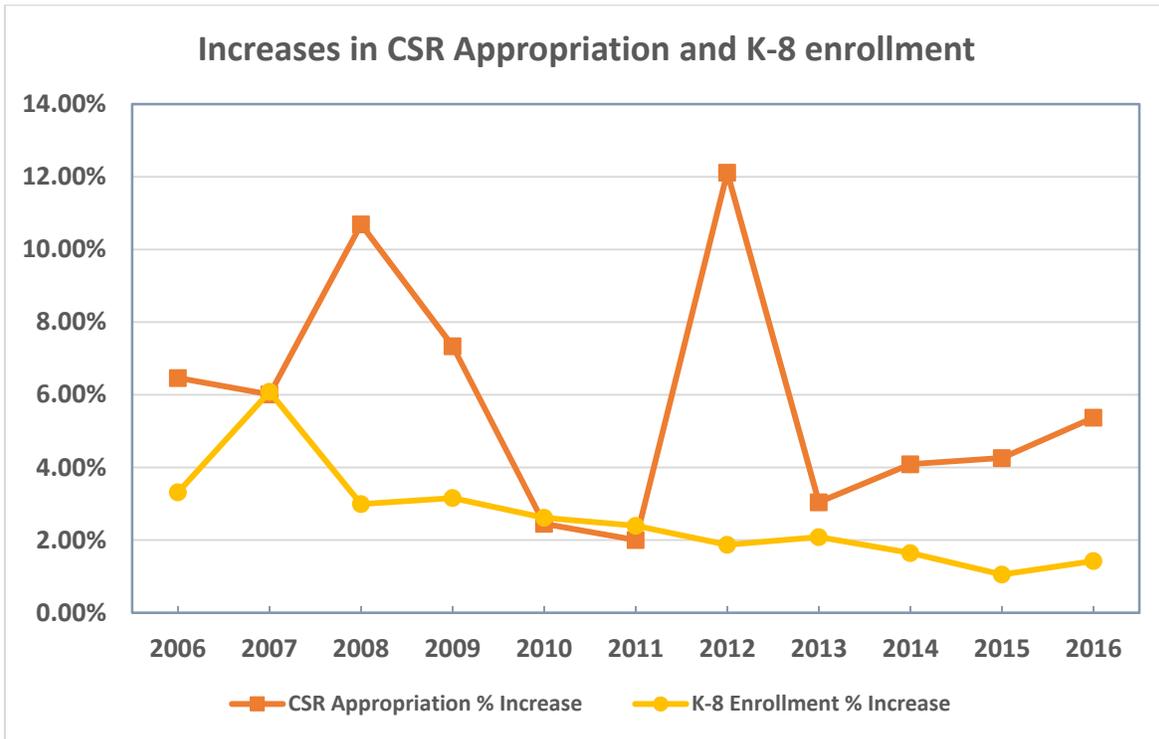
Program Description and Current Formula

The Utah State Legislature provides an appropriation to each Local Education Agency (LEA) annually to be used to reduce the average class size in kindergarten through the eighth grade in the state's public schools. This appropriation is to be allocated to LEAs in the state on the basis of prior year average daily membership (ADM) plus growth for grades K-8. Each LEA's total K-8 ADM plus growth is divided by the statewide K-8 ADM plus growth and multiplied by the total Class Size Reduction appropriation to determine each LEA's allocation. This means that each LEA in the state receives class size money based solely on their K-8 ADM from the prior year. The history of the Class Size Reduction appropriation is presented in **Table 1**. **Table 2** presents total enrollment, and enrollment in K-3 and K-8. **Table 3** presents a comparison of the increase in the Class Size Reduction appropriation to the increase in K-8 enrollment.

Fiscal Year	Program WPU's	Program Appropriation	Percent Change
1993	2,946	\$4,389,540	
1994	7,442	11,053,098	151.8%
1995	9,609	15,451,272	39.8%
1996	11,144	18,632,768	20.6%
1997	25,858	44,967,062	141.3%
1998	25,858	46,311,678	3.0%
1999	25,804	47,840,616	3.3%
2000	29,577	56,225,877	17.5%
2001	29,577	59,331,462	5.5%
2002	29,577	62,584,932	5.5%
2003	29,757	63,441,924	1.4%
2004	29,757	63,977,550	0.8%
2005	30,203	65,902,946	3.0%
2006	30,773	70,162,440	6.5%
2007	30,773	74,378,341	6.0%
2008	32,749	82,330,986	10.7%
2009	34,293	88,373,061	7.3%
2010	35,133	90,537,741	2.4%
2011	35,836	92,349,372	2.0%
2012	36,768	103,538,688	12.1%
2013	37,540	106,688,700	3.0%
2014	38,307	111,052,000	4.1%
2015	38,958	115,783,200	4.3%
2016	39,457	122,001,000	5.4%

Fiscal Year	Total Enrollment	K-3 Enrollment	K-8 Enrollment
2005	495,682	157,298	339,707
2006	510,012	164,397	350,969
2007	524,003	175,025	372,321
2008	537,653	179,715	383,460
2009	551,013	184,685	395,570
2010	563,273	188,583	405,912
2011	576,335	192,095	415,628
2012	587,745	195,030	423,404
2013	600,970	198,483	432,219
2014	611,740	201,176	439,331
2015	622,153	202,350	443,954
2016	633,896	202,853	450,271

Table 3. Class Size Reduction Appropriation Increase Compared to Grades K-8 Fall Enrollment Increase



Currently, state statute requires that each LEA use 50% of its class size reduction allocation to reduce class sizes in grades K through 2, with an emphasis on improving student reading skills. However, an exception is allowed in statute. If an LEA has a class size below 18 in grades K through 2, it may petition the Utah State Board of Education (the Board) for and receive a waiver to the 50% rule. This exception in statute seems to imply an optimal or desired class size of 18 in these grades in the state.

Legislative Intent Language

HB 2 Public Education Budget Amendments from the 2015 Legislative session included the following legislative intent language: “The Legislature intends that the State Board of Education develop minimum program standards, including maximum class size limits in kindergarten through grade 3, that local education agencies must meet in order to continue to receive Class Size Reduction funding. The Legislature also intends that the State Board of Education develop an estimate of the cost necessary to limit class sizes in kindergarten through grade 3, without impacting class sizes in grades 4 through 12. The Legislature also intends that the State Board of Education report the standards and estimated costs to the Education Interim Committee and the Public Education Appropriations Subcommittee by October 31, 2015.”

Research and National Standards Regarding Class Size

There is a large amount of research that has been conducted on the effects of class size on student achievement. Research suggests that the effects of class size reduction are likely to be multiple, and that it is difficult in one study to capture all the complexities involved. Many credible studies done on the issue in recent years show that the effects of reducing class size are relatively small compared to the large costs incurred to do so.

In John Hattie’s book *Visible Learning*, he states “It appears that the effects of reducing class size may be higher on teacher and student work-related conditions, which then *may* or *may not* translate into effects on student learning.¹” Hattie’s research points out that that teachers do not necessarily change the way they teach just because a class is smaller in size, which may account for the relatively modest effects of class size on achievement. Smaller class sizes directly result in a decrease in workloads, allow teachers to be more efficient, and allow teachers to engage in meaningful professional collaboration. Smaller class sizes enable teachers to provide more individualized instruction, spot specific needs or identify problems with individual students, and promote a classroom environment more conducive to learning. However, if teachers do not modify their teaching style as a result of reduced class sizes and do not optimize the opportunities presented by having fewer students in a class, these results are unlikely to be realized.

Hattie indicates that in classes of 20-30 an effective teacher will take advantage of the opportunity to group students by ability or behavior, to encourage peer interactions and student self-regulation. Some tailoring of curriculum to students by either topic or pace will also occur, under the direction an experienced teacher. Class sizes smaller than 20 present the opportunity for more student interaction and peer-to-peer interaction, but Hattie concludes that ...“the evidence so far indicates that when class sizes are smaller, if these influences are implemented, there is still no great difference in student outcomes.”²

According to the article “Class Sizes Show Signs of Growing” published June 27, 2015 in *Education Week*, class sizes seem to be on the rise due to LEA budget shortfalls. The articles suggest that in order to improve class sizes, the approach discussed in the STAR project implies smaller class sizes in kindergarten through grade 3 enables students to perform better by a tenth of a standard deviation than younger students in larger regular class sizes. “Follow-up studies through the years have found the students who had been in small classes in their early years had better academic and personal outcomes throughout their school years and beyond.”

According to this article, many states have adopted statute or policy that restricts the number of students in general education classes. These restrictions were not always accompanied by additional funding, and many only have established class sizes in core curriculum courses. The article also points that nearly all the states that have changed their class size laws since 2008 have since relaxed restrictions due to the significant strain placed on local resources. **Table 4** outlines several state requirements noted in the article. These concepts should be considered as the legislature analyzes data and makes policy decisions moving forward.

	Class Size Limits by Grade				
States	K	1-3	4-6	7-8	9-12
New Mexico	15-20	22	24	27	30
Nevada	15	15-22	25		
Idaho	20	20	26		
Wyoming	20	20			
Texas	22	22			
Oklahoma	20	20	20		
Florida	18	18	22	22	25
Maine	20	25	25	25	30
Tennessee	20	20	25	30-35	30-35

¹ John Hattie. (2009). *Visible Learning* (pp. 86). New York, NY: Routledge.

² John Hattie. (2009). *Visible Learning* (pp. 88). New York, NY: Routledge

Methods of Calculating Class Size and Data Used

The term “class size” can take on a number of different meanings when discussed and debated, especially for policy decisions. There are a number of methods which can be used to calculate “class size” for each LEA:

- **Student to Teacher Ratio** – Total students enrolled in a school divided by total teachers in the school
- **Student to Adult Ratio** – Total students enrolled in a school divided by total teachers and paraprofessionals in the school
- **Class Size Average** – Total students enrolled in a specific grade in a school divided by the total number of classes in that grade level in the school
- **Class Size Median** – The median (middle) value of all classes in the same grade in a school

Levels or groups at which data can be aggregated and calculations performed in order to determine compliance with an established class size maximum:

- **LEA level** – All students, teachers, and classes at the LEA are grouped together
- **School level** – All students, teachers, and classes at each school are grouped together
- **Individual class level** – Each class is analyzed individually

Median class sizes reported annually in the “Annual Report of the State Superintendent of Public Instruction” are calculated using the class size median methodology and are reported at both the LEA and school levels. The number reported is a statistical calculation that can be impacted by differing class patterns. See **Appendix A**.

We noted there is much variation in the way that LEAs report teacher, class, and student data. For example, if a course has 50 students, a general education teacher, and a special education teacher, many LEAs report the general education teacher as the teacher of the class, and the special education teacher is not accounted for. Other LEAs may report both teachers as primary teachers for the class. Therefore, while the USOE collects data to determine the class size for each individual classroom and the teachers that are assigned to that classroom, LEA reporting differences can create potential difficulties for the USOE in tracking this information and applying performance measures without specific definitions.

For older grades (especially grades 7-12), teachers may have classes with students from many different grades and/or teach a variety of subjects. This makes calculating a class size on a grade-by-grade basis more difficult. Additionally, classes such as music or art classes in these older grades tend to have higher class sizes, which is sometimes preferable or necessary. Presently, median class sizes are calculated only for English, Math, Science, and grade level courses.

Online or distance learning classes are designed to be larger than a traditional classroom. Special Education or ELL classes can be part of a regular class or their own class. Presently, all of these types of courses are excluded from the median class size calculations. How should these classes be included in a calculation of class size?

Classroom models such as Alpine School District’s “productivity model” illustrate how calculated class size maximums applied to all LEAs across the state can become problematic. Under this model, elementary school teachers are given two groups of students that each arrive at different times of the day (one class starts early in the morning and ends earlier in the day while the other starts later in the morning and ends later in the day). For the majority of the day, both classes are at the school together to attend lunch, PE, science, and similar classes. During the parts of the day when only one of the two classes is at the school, teachers focus on literacy, mathematics, or whichever subject they feel is the greatest need for the class at that time. In calculating or measuring class size using a teacher to pupil ratio or another similar

calculation-based measure, the schools using the productivity model would likely show extremely large class sizes. However, these calculations are not a true representation of the instruction that is occurring at the school and do not accurately reflect that the school district has developed an innovative way to both reduce class sizes and cut costs.

Charter schools have the ability to control class size through their organizational structure and by virtue of caps placed on enrollment. Many chose to limit class sizes to 20-25 students. Others have classes of 30 with a full time teacher and instructor which brings the adult student ratio to 1:15.

Because the median class size reported is a calculation, it is important to note that it may not reflect the **actual** number of students in individual classrooms at each individual school. Any calculation method for class size that does not report individual class sizes will never address the public perception of large class sizes. An LEA may have a calculated class size average below a legislative mandated maximum, but could still have classrooms within individual schools that are larger than a potential maximum. Parents, the public, and legislators may see this as a violation by the LEA of use of funds, or a failure of the LEA to comply with a potential mandated maximum, but in reality it is a matter of how the mandated class size is calculated and reported.

When evaluating a potential “maximum class size limit” to be applied statewide, we feel the Board or the Legislature must clearly specify whether the established limit applies to an LEA average in grades K-3, a school average in grades K-3, or whether the limit applies on a class by class basis. Changes to statute or rule should clearly define how class size is to be calculated, what classes are included, what students are included, and what teachers and para-professionals are included.

For purposes of this analysis and due to the accessibility of data, all remaining analysis was completed using the class median data by LEA.

Online Programs and Necessarily Existent Small Schools

Currently, LEAs receive funding based on their K-8 ADM, regardless of the type of school or program in which a student is enrolled. This includes students participating in an online or distance education program and students enrolled at a school that is classified as a Necessarily Existent Small School (NESS). Online programs are designed to have larger than traditional classrooms. Larger class sizes are manageable because instruction occurs through online lessons and curriculum, with the teacher functioning as a mentor who answers questions, monitors student progress, and provides instruction as needed. Additionally, many schools receiving NESS funding have class sizes well below the state average before the receipt of class size reduction funding. In fact, these schools are classified as NESS schools primarily because of the very small population they serve in remote areas of the state. Many of these schools have already achieved low class sizes.

In both of these cases, an evaluation of policy should include a determination as to whether the reduction of class sizes through directed funding should be applied to NESS or to online or distance programs that function differently than traditional classrooms. Is the intent of the class size reduction appropriation to provide funding to LEAs for all students in grades K-8 or is it to specifically help reduce class sizes for students in LEAs that have larger than desirable class sizes, and what role does local control and local taxing effort play?

Total Cost of a Statewide Class Size Maximum

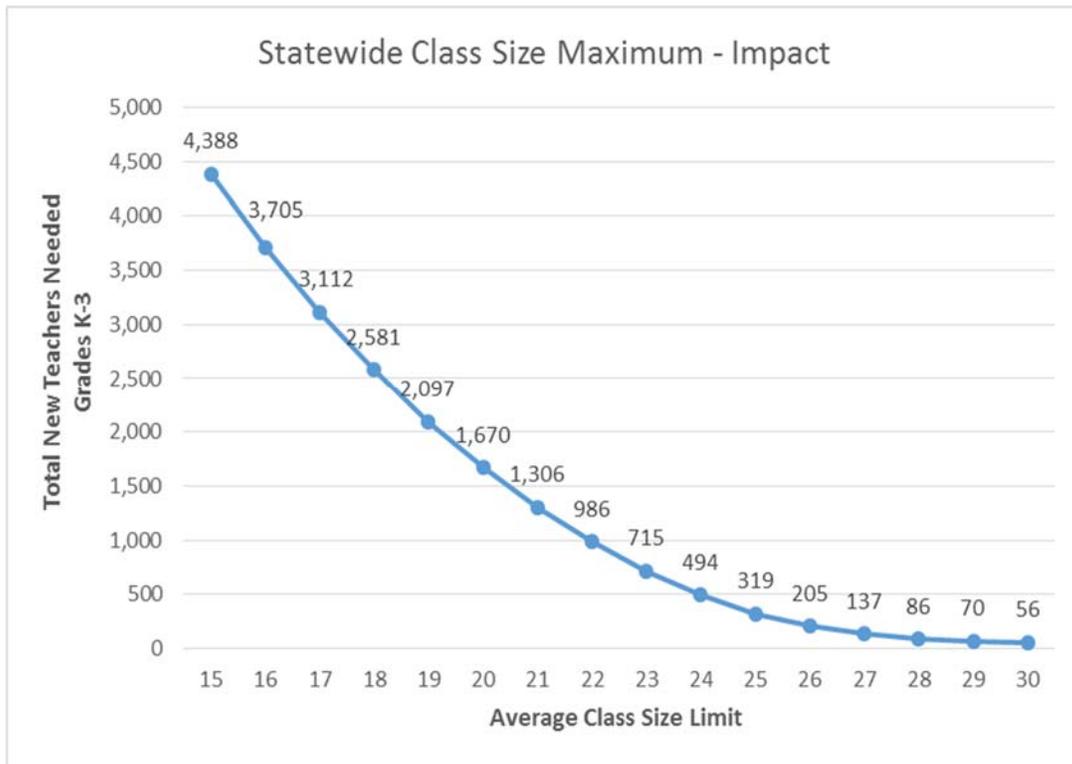
As explained above, determining class size can be complex and can produce different results depending on the methods and data used. For purposes of the analysis going forward in this section, we have

assumed that the maximum class size limit established will apply to a school average in grades K-3 and that the class size mean method will be used to calculate class size.

If a statewide maximum class size limit were established, it would create additional costs for LEAs who are required to add additional teachers and/or classrooms to meet the standard. We performed an analysis to determine the number of additional teachers that would be needed statewide if various maximum class size limits were implemented for grades K-3. Please note that for kindergarten, the USOE does not collect data on which schools have half-day kindergarten and which schools have full-day kindergarten. Therefore, the model made various assumptions to make these determinations. The results produced provide a good estimation of the additional teachers needed but are not exact calculations. Our analysis assumes that teachers cannot be split between schools or campuses within an LEA but could be split between grades except kindergarten.

Table 5 shows the impact of setting a statewide average class size limit between 15 and 30. As shown, a class size limit of 15 would require an additional 4,388 teachers statewide in grades K-3, a limit of 20 would require an additional 1,670 teachers, and a limit of 25 would require an additional 319 teachers. As a note, our analysis uses fiscal year 2014 classroom and headcount data. Additionally, please note that the analysis below uses an average class size maximum with the class size median method described above.

Table 5. Statewide Class Size Maximum-Impact



We also estimated the total cost of hiring these additional teachers. Our calculations used an average statewide teacher salary in Utah of \$49,393, as reported by the National Center for Education Statistics for school year 2012-13, and total benefits of approximately \$34,000 (a total estimated compensation package of approximately \$83,500). See **Table 6** below. Costs of a class size limit of 15 would be over \$360 million, while costs of a class size limit of 25 would be approximately \$26.6 million.

Table 6. Estimated Statewide Cost per Teacher

Estimated Statewide Cost Per Teacher (w/ benefits):		\$ 83,500
Desired Class Size	Total Teachers Needed Statewide	Total Cost Statewide
15	4,388	\$ 366,398,000
16	3,705	\$ 309,367,500
17	3,112	\$ 259,852,000
18	2,581	\$ 215,513,500
19	2,097	\$ 175,099,500
20	1,670	\$ 139,445,000
21	1,306	\$ 109,051,000
22	986	\$ 82,331,000
23	715	\$ 59,702,500
24	494	\$ 41,249,000
25	319	\$ 26,636,500
26	205	\$ 17,117,500
27	137	\$ 11,439,500
28	86	\$ 7,181,000
29	70	\$ 5,845,000
30	56	\$ 4,676,000

In addition to the personnel costs shown above for teachers, there are additional capital and personnel costs to be considered. Each new teacher needed would require a classroom to teach in, materials and equipment to use in the classroom, a para-professional or other staff (as needed, depending on student needs), and professional development for the hired teachers. Depending on the space each LEA has available, these costs could be extremely high. Some schools in high growth areas of the state have no available space to put additional portable classrooms outside their school and would have difficulty adding additional classrooms without expensive remodeling projects. For these types of schools, the costs to reduce class size could be extremely high. In rural areas, it may be difficult to add additional classrooms or recruit teachers.

Funding Class Size Reduction

If a statewide class size maximum in grades K-3 were established, LEAs would be forced to use local and state funding that is currently focused on other grades or programs to reduce class sizes in grades K-3 to continue to qualify for class size reduction funding. In many cases, this could result in class sizes increasing in grades 4-12, as LEAs would be forced to move teachers to grades K-3. To ensure that class sizes in other grades are not harmed, the state would need to provide additional funding to assist LEAs with high class sizes to reduce the class size and come into compliance with the established limit.

If the state were to commit to providing additional funding for class size reduction to help those LEAs whose class sizes are above the maximum class size, a different distribution formula or method would likely be needed. The current class size reduction formula allocates funding to all LEAs based on K-8 ADM and if additional funding were distributed through this formula, those LEAs most needing the funding would not receive it.

Additional state funding for class size reduction could be set up as a grant program where schools with a class size above the statewide maximum are able to develop a plan to reduce their class size, submit the plan to the USOE, and obtain funding to fund the proposed plan after approval (expenditures could include teachers and para-professionals, capital costs, or professional development costs). This grant program

could include a requirement for LEAs receiving the funding to match the funds with local, state, or federal funding from other sources.

Ultimately, if a statewide maximum class size in grades K-3 were established, LEAs with schools over the class size limit would likely need a phase in period of 2-5 years to provide time to establish a plan for reduction of class sizes, to develop a budget strategy, and complete necessary renovation or construction projects required to create classroom space. During this period, LEAs with class sizes over the established threshold should continue to qualify for class size reduction funding as they establish a plan and work towards their class size goals.

If class size reduction funds were eliminated, or if an LEA no longer qualified to receive class size reduction funds, the loss of state revenue would further increase the LEA's class sizes and only exacerbate the problem. This could also result in increased local property taxes as LEAs are forced to levy additional taxes to rectify the class size problem. In place of immediately withholding class size reduction funding for those LEAs that do not qualify based on class size, it would make sense to establish a process whereby LEAs are placed on corrective action and required to create a plan to reduce class size below the maximum within a 3-5 year period. This process would allow LEAs opportunities to make improvements prior to losing funding.

Fiscal Year 2014 Class Size Reduction Survey Results

In accordance with state statute, the USOE requires each LEA in the state to submit a report regarding the expenditure of class size reduction funding each year. The USOE is currently receiving reports from LEAs regarding the expenditure of fiscal year 2015 funds. The USOE received results from fiscal year 2014 in November 2014. See the summary results of the fiscal year 2014 survey in **Table 7** below.

Table 7. LEA 2014 Class Size Appropriation FTE Surveys

Grade	Para-Professionals and Teachers			
	Total FTEs	% of total FTEs	Total Cost	% of Total Cost
K	326.32	14.92%	17,590,539.78	14.16%
1	520.05	23.78%	29,645,968.37	23.87%
2	444.25	20.31%	25,560,771.85	20.58%
3	277.46	12.69%	16,163,236.62	13.01%
4	207.33	9.48%	11,996,492.83	9.66%
5	151.74	6.94%	8,292,247.21	6.68%
6	93.27	4.26%	5,210,480.43	4.20%
7-8	166.54	7.62%	9,734,767.14	7.84%
Totals:	2,186.96	100.00%	\$ 124,194,504.22	100.00%

The Class Size Appropriation for FY2014 was \$111,052,000. Some LEAs reported the expenditure of the state appropriation, as well as the expenditure of local funds to support the class size reduction effort. As shown, costs for teachers and para-professionals in grades K-3 make up over 70% of the current LEA expenditures of class size reduction funding. However, this means that 30%, or over \$30 million, of the class size reduction appropriation is currently spent in grades 4-8. Any legislative change which began to allocate funding only on the basis of K-3 ADM would negatively impact those LEAs which have large student enrollment in grades 4-8. These LEAs would likely be forced to increase class sizes in those grades as a result of the reduced funding.

Based on the total FTE data reported by LEAs, we calculated an estimated class size impact in grades K-8 of the funding received. The 2,006 teacher FTEs paid for with Class Size Reduction funding reduced the average pupils per teacher by 3.22 statewide, from 28.19 to 24.98. See **Table 8** below. For further detailed results by LEA, please see **Appendix B**.

Table 8. Estimated Impact Fiscal Year 2014

	K-8 Student Enrollment	Total K-8 Teacher FTEs	K-8 CSR Teacher FTEs	K-8 W/ CSR \$ Pupils per Teacher	K-8 W/O CSR \$ Pupils per Teacher	K-8 CSR \$ Effect Pupils per Teacher
Districts:	395,868	15,859.27	1,700.43	24.96	27.96	(3.00)
Charters:	43,347	1,726.79	305.69	25.10	30.50	(5.40)
Statewide:	439,215	17,586.06	2,006.12	24.98	28.19	(3.22)

As shown, the class size reduction funding has aided in improving class sizes statewide significantly for both school districts and charter schools in the state.

Impact of Moving Class Size Reduction Funding Into the WPU Value

We performed an analysis to determine the impact of moving all funding currently appropriated to the Class Size Reduction Program into the value of the regular WPU. Using projected fiscal year 2017 WPUs for the basic school program, we determined the impact to each LEA in the state. Overall, the number of WPUs in the basic program for all LEAs would decrease by 39,990 (the projected number of WPUs allocated to the Class Size Reduction Program in fiscal year 2017). The value of the regular WPU would increase by \$177 in the scenario, from \$3,092 to \$3,269. Overall, LEAs with higher concentrations of students in grades K-8 would lose funding, and LEAs with higher concentrations of students in grades 9-12 would gain funding. In total, school districts would gain \$2.47 million in funding, while charter schools would lose the same amount. See **Appendix C** for specific LEA impacts.

Because total basic program WPUs are reduced for LEAs that have grades K-8, flexible allocation funds will be redistributed between the LEAs. The Voted and Board Guarantees will also be reduced, as total WPUs decrease. The redistribution of the class size appropriation will result in previously restricted funds being unrestricted basic funds available to local boards. Furthermore, increasing the value of the regular WPU further devalues the add-on WPU value which is used for Special Education and Career and Technology Education. This WPU is currently \$2,837, or 92% of the regular WPU value of \$3,092.

Impact of Distributing the Class Size Reduction Appropriation on K-3 or K-5 ADM

We also performed an analysis to determine the impact of changing the class size reduction formula to distribute based on enrollment and ADM in grades K-3 and grades K-5 (compared to the current formula, which distributes on grades K-8). Overall, LEAs with higher concentrations of students in grades K-3 or grades K-5 would gain funding in this scenario, while schools with higher concentrations of students in grades 4-8 would lose funding. See **Appendix D** for specific LEA impacts.

Program Standards/Performance Measures

The Legislature intends that the Board establish minimum program standards, maximum class sizes in grades K-3, and correlate these with reductions in class size funding. However, the Board has not had sufficient time and resources to study the many factors that should be correlated with class size data and funding levels to develop outcome measures that will have measurable impacts on student achievement. The Board has not had sufficient time to study or determine what impact local board policies and local control have on class size initiatives and how those correlate with student achievement. Current policy that governs the Class Size Appropriation has not clearly defined desired outcomes.

Critical performance outcomes of student success include reading on grade level by grade 3 and achieving proficiency in math. There are many ways by which these critical performance outcomes can be achieved, one of which may be reducing class sizes. Increased professional development for teachers and collaboration with their peers enables teachers to improve their own performance. Reading programs, paraprofessionals, math labs or tutors, and small classes enable teachers that are prepared and engaged to interact with students more effectively. Current research supports the conclusion that reducing class size alone will not result in substantial gains in student achievement. Additionally, the costs that will be incurred by the state and locals to achieve a desirable class size is considerable.

The Board of Education does not feel that establishing a class size maximum, as required by the intent language, will directly result in immediate gains in student achievement. Instead, the Board wishes to further study this issue and engage the Legislature to provide additional funding for the following:

- 1) Performance experiments
- 2) Study on an incentive or grant program to direct class size reduction funding
- 3) Incentive innovation to leverage the practices of high performing teachers

The results of these activities would provide sufficient data to inform the development of minimum program standards and performance measures that could be used to measure the performance and outcomes of the class size appropriation.

Courses of Action

The analysis of reports from LEAs indicate that the class size appropriation is being used for its intended purposes, hiring teachers and paraprofessionals in grades K-8 to assist the LEAs to maintain or reduce class sizes. However, without minimum performance standards that correlate class sizes to student achievement, the effectiveness of these actions cannot be quantified. As such, potential courses of action of the Board are as follows:

1. Take no action on the Class Size Appropriation and engage LEAs and other stakeholders in a more in depth review of the utilization of the class size reduction funding and local resources devoted to this action by the LEAs. This additional study will inform the Board and Legislature of potential uses of these funds, minimum program standards, and other innovative ways to utilize these funds.
2. Recommend that the class size appropriation be rolled into the value of the WPU. This action results in an increase in the value of the WPU from \$3,092 to \$3,269, a reduction of 39,989.86 WPUs in the Basic Program, and redistributes funds between LEAs. As with any change in a

formula, there will be some LEAs that gain funds, and some that lose funds. Because total Basic Program WPUs are reduced for LEAs that have grades K-8, flexible allocation funds will be redistributed between the LEAs. The Voted and Board Guarantees will also be reduced, as total WPUs decrease. The redistribution of the Class Size Appropriation will result in previously restricted funds being unrestricted basic funds available to local boards. This action effectively indicates that local control and local board policies must establish class size standards and utilize basic program revenues and local revenues to achieve the goals of the individual LEAs.

Furthermore, increasing the value of the regular WPU further devalues the add-on WPU value which is used for Special Education and Career and Technology Education. This WPU is currently \$2,837, or 92% of the regular WPU value of \$3,092.

3. The Board could consider recommending a modification of the Class Size Reduction formula to redirect funds to LEAs based on K-3 or K-5 ADM. However, without established program standards and performance measures there is no way to quantify whether redirecting funds to K-3, K-5, rather than to K-8 has a direct correlation with student achievement. The overall enrollment of an LEA would not change, and LEAs would need to make up funding reductions with local funds to mitigate any potential losses of funds. If class size funds were redirected to more targeted grades the impacts would be spread out through the LEAs in the higher grades.
4. The Board could recommend that additional funds be added to the class size appropriation to further reduce class sizes to an acceptable statewide standard.
5. The Board could consider studying whether the reduction of class sizes through the directed Class Size Reduction appropriation should be applied to NESS or to online or distance programs that function differently than traditional classrooms. The Board could consider modifying the Class Size Appropriation distribution formula to exclude educational situations where class sizes are inheritably small, or already where class sizes have already reached optimal or desirable levels.
6. The Board could consider studying whether establishing a threshold below which further Class Size Reduction funds would not be provided to LEAs for LEAs or schools that are able to reduce class sizes to optimal or desirable levels through other funding sources, such as Title I funds.

Appendix A

Median Class Size - Elementary Schools - SY 2013-2014

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Alpine District	25	25	26	28	29	30	29
Beaver District	19	18	25	23.5	24	27	29
Box Elder District	22	22	25	24	27	28	32
Cache District	21	21	24	25	26	27	29
Canyons District	22	21	22	22	24	24	30
Carbon District	21	21	23	22.5	24	22	23
Daggett District	27	27	12.5	17	27	20	13
Davis District	23	23	24	25	27	27	28
Duchesne District	18	23	25	27	28	29	29.5
Emery District	17	18	17	20	20	23	24
Garfield District	17	20.5	19.5	20	19	22	19.5
Grand District	24	20	22.5	22	21	23	22
Granite District	23	24	24	26	26	26	27
Iron District	21	24	23	26	26	26	28
Jordan District	22	22	23	23	26	27	26
Juab District	24	22	24	20.5	23	26	25
Kane District	15	23	22.5	23	25	23	25
Logan City District	22	20	23	24.5	25.5	27	29
Millard District	20	23	24	24.5	26	26	26
Morgan District	22	26	23	31	31	30	
Murray District	22	22	23	26	25	26	26
Nebo District	21	22	23	27	28	27	28
North Sanpete District	19	20	22	24	23	21	22
North Summit District	19.5	18.5	24.5	23	22	28	26
Ogden City District	24	23	24	23	25	27	25
Park City District	17	22	24	23	24	23	30
Piute District	16.5	14.5	15	11.5	13	13	14.5
Provo District	24	23	24	26	26	28	29
Rich District	13.5	20.5	20.5	23.5	18	25	14.5
Salt Lake District	23	22	24	25	25	26.5	36
San Juan District	17	19	21	22	22.5	25	27

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Sevier District	34	25	26	23	27	28	26
South Sanpete District	18	22.5	22	23	21	22	24.5
South Summit District	22	22	24	23	23	24	25
Tintic District	9	13	14	10	18	11.5	13
Tooele District	21	25	24	24	26	28	28
Uintah District	20	23	24	25	24	25.5	30
Wasatch District	23	18	22	25	27	29	29
Washington District	20	20	22.5	23	24.5	24	28
Wayne District	14	17	18	15	11	12	16.5
Weber District	23	23	24	24	27	26	28
District Median	21	22	23	23.5	25	26	26.5

District Average	21	21	22	23
Districts Above District Average	19	24	29	21
Districts Above District Average in All Grade Levels				12

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Alianza Academy	15.5	25	26	25			
American Leadership Academy	24.5	22	26.5	28.5	27.5	25	39
American Preparatory Academy	25.5	29	28.5	30	31.5	30	32
American Preparatory Academy--Accelerated School	26	31	31	30	31	31	32
American Preparatory Academy--School For New Americans	25	27.5	29.5	30.5	30.5	31	30.5
Aristotle Academy	16	32	28.5	26.5	32	29	21
Bear River Charter School	20	20	21	21	18	20	
Canyon Grove Academy	15						16
Canyon Rim Academy	20	25	25	25	25	25	25
Channing Hall	26	26	26	26	26	26	26
Cs Lewis Academy	18.5	22.5	22	28.5	23	24	20
Dual Immersion Academy	26	23	25.5	27.5		37	19
Early Light Academy At Daybreak	24	25	25	25	25	26	25
Edith Bowen Laboratory School	24	24	24.5	26	26	27.5	
Endeavor Hall	20.5	26	26	26	26	24	23
Entheos Academy	26	26	26	26.5	27	27	27
Entheos Academy Magna	26	26	26	26	26	26	26
Excelsior Academy	21.5	26	27	25	26	26	26
Freedom Academy	20.5	26	27	26	26	26	25
Gateway Preparatory Academy	18	31.5	31.5	31.5	27	27	25
George Washington Academy	26	26	26	26	23	26	23
Good Foundations Academy	16	24	24	24	21	21	20.5
Guadalupe School	26	24	25	25	24		
Hawthorn Academy	19.5	26	26	26	26	26	26
Highmark Charter School	26.5	24	24.5	25	26.5	25.5	28
Jefferson Academy	21	26.5	26	27	25	24	22
John Hancock Charter School	20	20	21	22	22	21	22
Lakeview Academy	25	25	25	25	25	25	25.5
Legacy Preparatory Academy	27	27	27	27	27	27	21.5
Liberty Academy	18	25	19	21	21	19	17
Lincoln Academy	23	24	26.5	26	26	26	27

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Maria Montessori Academy	20	27	27	27	24.5	24.5	24.5
Moab Charter School	21	20	19	20	9	16	
Monticello Academy	18.5	25	25	25	25	25	26
Mountainville Academy	25	26	27	28	28	26	24
Navigator Pointe Academy	27.5	27.5	28	24	26.5	27	26
Noah Webster Academy	22	29	29	29	28	28	26
North Davis Preparatory Academy	26	27	28.5	28	28	28	28
North Star Academy	25	25.5	25	26	26	26	26
Odyssey Charter School	26	26	24.5	26	25.5	23	21.5
Ogden Preparatory Academy	26	26.5	26	26	26	27.5	26
Open Classroom	19	23	23	23	23	23.5	21
Pacific Heritage Academy	21	32.5	26.5	23	32.5	20.5	27.5
Pinnacle Canyon Academy	21	16.5	15	21.5	15.5	22.5	
Promontory School Of Expeditionary Learning	25	25	25	25	25	25	25
Providence Hall	25	25	25	25	25	25	49
Quest Academy	27	27	27	27	26	28	28
Ranches Academy	26	26	25.5	26	25.5	26	26
Reagan Academy	20	26	26	26	27	25	26
Renaissance Academy	20	24.5	27	28	25	24	23
Salt Lake Arts Academy						26	14
Salt Lake Center For Science Education							31
Soldier Hollow Charter School	21.5	18	20.5	21	14	19	17
Summit Academy	25	25.5	26	26	26	26	26
Syracuse Arts Academy	18	27	27	27	27	27	27
Thomas Edison	30	30.5	29.5	26	27	26.5	28
Thomas Edison - South	24	28	31	27	29	30	27
Timpanogos Academy	24.5	25	25.5	25	25	25	30
Valley Academy	25	23	24.5	23	24	24.5	26
Venture Academy	25	25	25	25.5	25.5	25.5	
Vista At Entrada School Of Performing Arts And Technology	24	25.5	25.5	24	22	21.5	21.5
Walden School Of Liberal Arts	31	30.5	31.5	22.5	26.5	30	16.5

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Wasatch Peak Academy	25	25	25.5	25.5	25	25	24.5
Weilenmann School Of Discovery	16	20	25	23	26	24	22
Charter School Median	24	25.5	26	26	26	26	26
State Median	22	24	25	25	25.5	26	26

Charter School Average	23	25	26	26
Charters Above Charter Average	34	33	22	19
Charters Above Charter Average in All Grade Levels				8

State Average	22	24	24	25
LEAs Above State Average	47	50	54	44
LEAs Above State Average in All Grade Levels				9

Appendix B

School Year 2013-2014 - Class Size Reduction Data

LEA #	LEA Name	K-8 ADM	MSP CSR Funding	CSR Expenditures per APR	Teacher FTEs hired	Para-Professional FTEs Hired	K-8 Teacher-Pupil Ratio w/o CSR \$	K-8 Teacher-Pupil Ratio w/ CSR \$	CSR \$ Effect on Teacher-Pupil Ratio
1	Alpine	51,107.38	\$ 13,129,765	\$ 16,525,441	248.0	-	25.96	29.63	(3.66)
2	Beaver	1,093.49	285,112	284,173	3.9	-	22.95	24.97	(2.02)
3	Box Elder	7,635.43	1,974,806	3,507,919	68.0	-	26.02	33.63	(7.61)
4	Cache	11,170.06	2,864,701	2,864,701	33.7	40.2	26.73	29.02	(2.30)
5	Carbon	2,431.77	635,880	640,093	9.0	0.5	22.64	24.66	(2.01)
6	Daggett	133.12	35,799	31,045	-	0.8	14.12	14.12	-
7	Davis	47,488.63	12,266,001	12,536,457	175.5	-	25.74	28.38	(2.64)
8	Duchesne	3,471.06	897,795	897,795	17.0	11.7	23.70	26.64	(2.94)
9	Emery	1,620.66	414,530	424,135	6.0	2.3	19.33	20.78	(1.45)
10	Garfield	648.90	168,093	283,789	3.5	-	19.57	21.84	(2.27)
11	Grand	961.85	245,964	269,449	5.0	-	18.14	19.97	(1.83)
12	Granite	47,592.61	12,230,775	14,281,785	180.0	-	25.52	28.18	(2.65)
13	Iron	6,081.84	1,564,732	2,069,774	34.5	-	23.45	26.98	(3.53)
14	Jordan	36,726.29	9,476,188	9,476,188	211.9	-	25.14	29.32	(4.18)
15	Juab	1,543.62	400,548	400,548	7.0	2.5	24.03	26.86	(2.84)
16	Kane	832.94	215,134	237,356	3.2	1.0	21.13	22.95	(1.82)
17	Millard	1,890.97	498,767	613,944	11.0	-	22.71	26.02	(3.31)
18	Morgan	1,846.89	472,027	457,838	8.5	-	26.66	30.38	(3.72)
19	Nebo	21,505.64	5,542,361	5,542,361	91.0	-	27.23	30.66	(3.43)
20	North Sanpete	1,650.07	428,406	517,163	10.0	0.5	22.06	25.37	(3.31)
21	North Summit	684.60	179,820	297,917	4.5	-	21.47	24.91	(3.44)
22	Park City	3,057.41	795,841	916,351	9.0	-	20.49	21.78	(1.29)
23	Piute	200.01	50,832	50,832	0.7	-	13.72	14.45	(0.73)
24	Rich	340.25	90,958	67,563	-	2.2	18.83	18.83	-
25	San Juan	2,032.18	537,529	611,567	8.0	-	21.22	23.14	(1.92)
26	Sevier	3,174.43	835,184	798,810	12.5	-	24.42	26.98	(2.56)
27	South Sanpete	2,173.28	562,117	562,116	8.0	-	21.67	23.53	(1.86)
28	South Summit	1,060.69	274,171	831,837	11.0	3.8	21.44	27.57	(6.13)
29	Tintic	152.56	42,353	61,608	1.0	-	17.15	19.24	(2.09)
30	Tooele	9,819.74	2,521,143	2,521,143	44.8	-	24.71	27.79	(3.08)
31	Uintah	5,697.46	1,464,362	1,607,330	21.0	-	25.20	27.73	(2.53)
32	Wasatch	4,035.31	1,041,644	1,041,644	27.9	-	21.77	25.58	(3.81)
33	Washington	18,695.77	4,877,544	4,877,544	73.4	-	24.27	26.77	(2.49)
34	Wayne	336.72	92,133	119,934	2.1	-	15.69	17.35	(1.65)
35	Weber	21,112.61	5,438,756	5,406,394	78.2	10.0	24.64	27.06	(2.42)
36	Salt Lake	16,695.48	4,305,289	4,047,209	55.5	-	24.18	26.20	(2.03)

LEA #	LEA Name	K-8 ADM	MSP CSR Funding	CSR Expenditures per APR	Teacher FTEs hired	Para-Professional FTEs Hired	K-8 Teacher-Pupil Ratio w/o CSR \$	K-8 Teacher-Pupil Ratio w/ CSR \$	CSR \$ Effect on Teacher-Pupil Ratio
37	Ogden	8,708.20	2,268,961	2,387,725	39.8	-	24.83	27.91	(3.08)
38	Provo	10,220.01	2,606,139	3,743,946	40.1	22.4	25.03	27.65	(2.62)
39	Logan	4,231.47	1,102,325	1,104,280	23.0	-	25.10	28.96	(3.86)
40	Murray	4,408.61	1,136,436	1,136,436	12.3	0.7	24.38	26.13	(1.75)
42	Canyons	23,078.59	5,983,132	6,148,916	101.0	-	24.21	27.06	(2.84)
District Totals:		387,348.58	\$ 99,954,053	\$ 110,203,057	1,700.4	98.5	24.96	27.96	(3.00)

68	Ogden Prep	940.23	\$ 240,452	\$ 240,452	4.5	-	25.83	29.39	(3.56)
74	American Prep	2,890.11	735,938	735,938	14.5	4.4	29.64	34.68	(5.04)
81	Walden School	288.19	107,159	107,159	2.0	2.0	19.59	22.48	(2.89)
82	Freedom Academy	826.84	212,320	212,320	39.0	-	24.73	-	24.73
83	AMES	-	-	-	-	-	-	-	-
86	Pinnacle Canyon	294.59	80,837	80,837	2.0	-	16.21	18.06	(1.86)
87	City Academy	54.03	13,783	13,783	0.3	-	13.36	14.20	(0.84)
89	Soldier Hollow	287.93	73,383	73,383	0.9	-	19.67	20.92	(1.26)
90	Tuacahn High	-	-	-	-	-	-	-	-
92	Uintah River High	-	-	-	-	-	-	-	-
93	John Hancock	181.94	46,282	46,282	1.0	-	17.70	19.57	(1.87)
94	Thomas Edison - North	1,212.07	319,183	319,183	7.0	2.2	25.42	29.57	(4.15)
95	Timpanogos Academy	402.18	107,916	107,916	2.0	3.8	21.06	23.31	(2.25)
97	Salt Lake Arts	388.86	100,456	100,456	2.0	-	20.87	23.37	(2.50)
98	Fast Forward	-	-	-	-	-	-	-	-
A1	NUAMES	-	-	-	-	-	-	-	-
A2	Ranches Academy	363.21	92,786	92,786	1.8	-	26.61	30.51	(3.90)
A3	DaVinci Academy	786.63	199,419	199,419	3.0	2.4	49.01	59.86	(10.85)
A4	Summit Academy	994.37	256,824	256,825	4.0	11.0	25.12	27.93	(2.81)
A5	Itineris	-	-	-	-	-	-	-	-
A6	North Davis Prep	907.60	241,286	241,286	4.5	-	28.44	32.99	(4.55)
A7	Moab Charter	118.39	29,709	30,011	7.0	-	-	-	-
A8	East Hollywood High	-	-	-	-	-	-	-	-
A9	SUCCESS Academy	-	-	-	-	-	-	-	-
1B	UCAS	-	-	-	-	-	-	-	-
2B	Lincoln Academy	596.81	153,976	302,832	3.0	10.0	26.05	29.86	(3.81)
3B	Beehive Science & Tech	168.10	44,047	44,047	1.1	-	24.84	29.33	(4.49)
4B	Wasatch Peak	413.15	106,588	106,588	3.0	-	24.33	29.50	(5.18)
5B	North Star Academy	471.62	121,820	121,820	2.5	-	26.74	31.12	(4.38)
7B	Reagan Academy	665.30	171,823	171,823	3.0	4.0	19.99	21.94	(1.95)
8B	American Leadership	1,074.08	290,903	290,277	6.0	8.5	24.81	28.58	(3.77)
9B	Navigator Pointe	469.91	125,310	125,310	6.0	-	23.35	32.90	(9.54)

LEA #	LEA Name	K-8 ADM	MSP CSR Funding	CSR Expenditures per APR	Teacher FTEs hired	Para-Professional FTEs Hired	K-8 Teacher-Pupil Ratio w/o CSR \$	K-8 Teacher-Pupil Ratio w/ CSR \$	CSR \$ Effect on Teacher-Pupil Ratio
1C	Odyssey	522.26	130,757	130,757	3.3	-	22.67	26.28	(3.61)
2C	InTech Collegiate HS	-	-	-	-	-	-	-	-
3C	Entheos Academy	941.14	240,754	240,754	6.0	-	25.36	30.16	(4.80)
4C	Lakeview	853.33	220,569	220,569	7.0	-	25.59	32.09	(6.50)
5C	Legacy Preparatory	960.22	248,785	248,785	8.0	-	25.84	32.72	(6.88)
6C	Liberty Academy	374.66	92,548	92,548	1.7	1.5	26.99	30.81	(3.81)
7C	Monticello	670.36	172,501	172,501	3.9	4.0	24.96	29.05	(4.09)
8C	Mountainville	695.07	179,996	179,996	3.2	-	24.25	27.22	(2.97)
9C	Paradigm High	154.26	40,432	40,432	1.0	-	15.89	17.67	(1.79)
1D	Renaissance	665.60	171,271	171,271	2.5	1.8	21.15	22.92	(1.77)
2D	Channing Hall	646.34	169,740	169,740	3.4	1.7	21.87	24.63	(2.76)
3D	Spectrum	321.40	83,358	83,358	1.3	2.0	15.58	16.46	(0.88)
4D	Syracuse Arts	927.11	240,072	240,074	4.6	-	24.71	28.03	(3.33)
5D	George Washington	995.25	256,516	256,516	3.8	3.0	25.67	28.37	(2.70)
6D	Noah Webster	526.21	147,570	147,570	4.5	-	28.44	37.37	(8.92)
7D	Salt Lake SPA	-	-	-	-	-	-	-	-
8D	Open Classroom	373.74	94,206	106,334	1.8	-	23.33	26.10	(2.77)
9D	Canyon Rim	519.87	134,823	134,823	7.0	-	25.76	39.11	(13.36)
1E	Guadalupe Schools	132.54	32,072	33,749	-	2.0	17.93	17.93	-
2E	Karl G. Maeser	210.91	53,786	53,786	5.0	-	19.60	35.83	(16.23)
3E	CS Lewis Academy	430.07	110,898	110,898	2.2	-	32.07	37.92	(5.85)
4E	Dual Immersion Academy	424.53	109,578	109,578	3.3	-	24.39	29.90	(5.51)
5E	Edith Bowen	297.37	77,321	64,851	1.5	2.8	19.35	21.32	(1.97)
7E	Gateway Preparatory	600.78	168,050	168,050	9.0	-	26.83	43.47	(16.64)
8E	Merit College Preparatory	51.53	41,264	41,264	0.7	-	13.80	16.80	(3.00)
9E	Providence Hall	1,257.94	342,924	342,924	8.0	-	23.93	28.18	(4.25)
1F	Quest Academy	869.76	227,960	227,960	4.2	-	26.81	30.49	(3.68)
2F	Rockwell HS	201.79	76,947	76,947	1.7	-	24.11	30.32	(6.21)
3F	Venture	474.52	119,323	119,323	2.5	-	21.92	24.75	(2.83)
4F	Center for Science Ed.	185.95	48,347	55,785	1.0	-	21.74	24.61	(2.88)
5F	Utah Virtual Academy	1,266.32	363,812	257,414	10.5	-	39.96	57.62	(17.66)
6F	The Early Light Academy	682.06	174,419	174,419	4.0	-	24.91	29.09	(4.18)
7F	Excelsior Academy	656.43	170,873	170,873	5.0	-	27.89	35.04	(7.15)
8F	Hawthorn Academy	741.66	190,720	190,720	4.5	-	26.28	31.15	(4.87)
9F	Mountain Heights	76.73	21,118	21,118	1.0	-	17.32	21.96	(4.64)
1G	Jefferson Academy	701.31	188,265	188,265	4.0	-	26.11	30.41	(4.30)
2G	Vista at Entrada	805.89	208,875	208,875	4.8	-	22.56	26.08	(3.52)
3G	Bear River CS	173.04	45,411	45,411	1.1	-	18.71	21.13	(2.42)

LEA #	LEA Name	K-8 ADM	MSP CSR Funding	CSR Expenditures per APR	Teacher FTEs hired	Para-Professional FTEs Hired	K-8 Teacher-Pupil Ratio w/o CSR \$	K-8 Teacher-Pupil Ratio w/ CSR \$	CSR \$ Effect on Teacher-Pupil Ratio
4G	Maria Montessori	510.07	130,382	131,730	2.8	-	26.58	30.71	(4.13)
5G	Canyon Grove Adacemy	413.87	117,811	121,109	3.2	-	28.70	36.13	(7.43)
6G	Weilenmann School	560.85	145,013	145,013	5.0	-	20.18	24.43	(4.25)
7G	Summit Academy HS	-	-	-	-	-	-	-	-
8G	Good Foundations	450.71	114,297	114,297	1.5	3.0	21.93	23.59	(1.66)
9G	Alianza Academy	424.15	121,367	121,367	3.3	-	38.08	52.53	(14.45)
2H	Utah Connections	392.51	106,945	106,945	2.4	-	39.59	51.32	(11.72)
3H	Endeavor Hall	589.12	151,947	151,947	7.0	-	23.46	32.03	(8.57)
4H	Aristotle Academy	197.94	56,841	62,150	1.3	-	21.36	24.56	(3.20)
5H	HighMark CS	585.99	148,592	148,592	3.3	-	24.36	28.02	(3.66)
6H	Promontory School	456.09	118,001	118,001	2.4	-	25.29	29.09	(3.80)
7H	Pacific Heritage Acad.	317.59	95,262	95,262	6.0	-	29.01	51.67	(22.65)
8H	Valley Academy	407.50	107,516	107,516	2.1	-	18.94	20.93	(1.99)
9H	Pioneer High School	-	-	-	-	-	-	-	-
1I	UT International HS	55.03	14,164	14,164	0.3	-	11.70	12.62	(0.91)
3I	Leadership Learning Academy	436.01	115,889	115,889	2.8	-	28.20	34.19	(6.00)
4I	Mana Academy	505.08	146,535	146,535	2.0	8.0	94.74	142.05	(47.31)
5I	Voyage Academy	497.48	128,765	128,765	3.8	4.0	27.13	34.06	(6.93)
7I	WSU Charter School	40.64	10,559	6,887	-	0.5	112.02	112.02	-
9I	Utah Career Path	-	-	-	-	-	-	-	-
Charter School Totals:		42,024.76	\$ 11,097,947	\$ 11,155,140	305.7	82.4	25.10	30.50	(5.40)
Statewide Totals:		429,373.33	\$ 111,052,000	\$ 121,358,197	2,006.1	180.8	24.98	28.19	(3.22)

Appendix C

Impact of Moving Class Size Reduction Funding Into the WPU Value - Projected Fiscal Year 2017

		WPU Value:	\$ 3,092	WPU Value:	\$ 3,269	Change:	\$ 177
		w/ Class Size Funding (Current)		Class Size Funding Rolled into WPU		Differences	
#	LEA	Total Basic School Program WPUs	Total Basic School Program Funding	Total Basic School Program WPUs	Total Basic School Program Funding	WPUs	Funding
1	Alpine	97,531.62	\$ 298,681,819	92,788.39	\$ 298,463,247	(4,743.23)	\$ (218,572)
2	Beaver	2,669.80	8,157,649	2,572.08	8,243,890	(97.72)	\$ 86,241
3	Box Elder	15,326.40	46,872,249	14,625.85	46,940,283	(700.55)	\$ 68,034
4	Cache	22,678.24	69,373,756	21,609.74	69,382,329	(1,068.50)	\$ 8,573
5	Carbon	4,946.63	15,078,736	4,737.41	15,121,551	(209.22)	\$ 42,815
6	Daggett	647.58	1,983,367	635.56	2,045,714	(12.02)	\$ 62,347
7	Davis	90,593.98	277,514,134	86,266.59	277,621,956	(4,327.39)	\$ 107,822
8	Duchesne	7,600.97	23,203,853	7,293.96	23,340,561	(307.01)	\$ 136,708
9	Emery	3,860.44	11,775,872	3,723.31	11,900,458	(137.13)	\$ 124,586
10	Garfield	2,289.11	7,002,369	2,233.69	7,174,572	(55.42)	\$ 172,203
11	Grand	2,202.47	6,729,217	2,115.96	6,780,719	(86.52)	\$ 51,502
12	Granite	86,488.79	264,799,832	82,283.39	264,563,835	(4,205.40)	\$ (235,997)
13	Iron	12,370.62	37,814,472	11,811.15	37,876,256	(559.47)	\$ 61,784
14	Jordan	67,342.56	206,167,931	64,198.84	206,402,820	(3,143.72)	\$ 234,889
15	Juab	3,320.02	10,152,313	3,164.13	10,152,703	(155.89)	\$ 390
16	Kane	2,590.38	7,917,919	2,515.85	8,069,962	(74.53)	\$ 152,043
17	Millard	4,532.61	13,831,852	4,365.13	13,960,845	(167.48)	\$ 128,993
18	Morgan	3,656.46	11,208,062	3,476.33	11,199,632	(180.13)	\$ (8,430)
19	Nebo	43,032.50	131,487,093	41,047.83	131,538,233	(1,984.67)	\$ 51,140
20	No. Sanpete	3,407.33	10,385,096	3,256.44	10,391,452	(150.89)	\$ 6,356
21	No. Summit	1,819.54	5,567,286	1,757.59	5,646,599	(61.94)	\$ 79,313
22	Park City	6,052.41	18,584,487	5,766.77	18,633,843	(285.64)	\$ 49,356
23	Piute	896.47	2,741,234	878.86	2,821,316	(17.61)	\$ 80,082
24	Rich	1,196.95	3,673,714	1,165.28	3,763,506	(31.66)	\$ 89,792
25	San Juan	5,118.41	15,669,406	4,942.30	15,892,348	(176.11)	\$ 222,942
26	Sevier	6,835.58	20,888,471	6,554.88	21,011,074	(280.70)	\$ 122,603
27	So. Sanpete	4,861.36	14,846,686	4,666.90	14,944,613	(194.46)	\$ 97,927
28	So. Summit	2,315.89	7,063,799	2,217.24	7,084,542	(98.65)	\$ 20,743
29	Tintic	833.27	2,557,301	819.19	2,645,714	(14.08)	\$ 88,413
30	Tooele	19,211.55	58,718,604	18,363.14	58,876,348	(848.42)	\$ 157,744

		<i>WPU Value:</i>	<i>\$ 3,092</i>	<i>WPU Value:</i>	<i>\$ 3,269</i>	<i>Change:</i>	<i>\$ 177</i>
		w/ Class Size Funding (Current)		Class Size Funding Rolled into WPU		Differences	
#	LEA	Total Basic School Program WPUs	Total Basic School Program Funding	Total Basic School Program WPUs	Total Basic School Program Funding	WPUs	Funding
31	Uintah	9,798.68	29,950,707	9,321.39	29,886,750	(477.29)	\$ (63,957)
32	Wasatch	8,530.87	26,107,728	8,127.49	26,114,152	(403.39)	\$ 6,424
33	Washington	38,081.09	116,502,198	36,347.82	116,723,136	(1,733.26)	\$ 220,938
34	Wayne	1,197.83	3,660,776	1,170.16	3,752,876	(27.67)	\$ 92,100
35	Weber	42,313.61	129,155,943	40,435.79	129,353,604	(1,877.81)	\$ 197,661
36	Salt Lake	30,897.36	94,458,296	29,453.17	94,467,368	(1,444.19)	\$ 9,072
37	Ogden	15,574.76	47,646,237	14,831.24	47,622,025	(743.52)	\$ (24,212)
38	Provo	21,930.75	67,091,271	20,861.50	66,984,847	(1,069.25)	\$ (106,424)
39	Logan	7,818.27	23,941,045	7,440.09	23,928,998	(378.19)	\$ (12,047)
40	Murray	8,397.95	25,712,137	8,000.98	25,726,689	(396.97)	\$ 14,552
42	Canyons	43,214.04	132,371,306	41,164.12	132,465,867	(2,049.92)	\$ 94,561
District Total:		753,985.15	\$ 2,307,046,223	719,007.55	\$ 2,309,517,233	(34,977.59)	\$ 2,471,010

68	Ogden Prep	1,298.71	\$ 3,976,316	1,211.57	\$ 3,894,395	(87.14)	\$ (81,921)
74	American Prep	5,659.96	17,268,260	5,357.12	17,120,287	(302.84)	\$ (147,973)
81	Walden School	541.22	1,651,152	515.90	1,648,856	(25.32)	\$ (2,296)
82	Freedom Academy	1,793.01	5,498,609	1,680.38	5,416,798	(112.63)	\$ (81,811)
83	AMES	723.16	2,221,630	723.16	2,339,873	-	\$ 118,243
86	Pinnacle Canyon	689.61	2,087,576	665.58	2,100,192	(24.04)	\$ 12,616
87	City Academy	283.33	860,078	278.63	883,832	(4.70)	\$ 23,754
89	Soldier Hollow	329.99	1,009,222	304.92	978,066	(25.07)	\$ (31,156)
90	Tuacahn High	533.56	1,638,843	533.56	1,725,867	-	\$ 87,024
92	Uintah River High	101.60	310,814	101.60	326,522	-	\$ 15,708
93	John Hancock	217.00	665,184	200.49	645,664	(16.51)	\$ (19,520)
94	Thomas Edison - North	1,573.42	4,809,051	1,461.15	4,682,103	(112.27)	\$ (126,948)
95	Timpanogos Academy	564.31	1,734,706	517.83	1,675,756	(46.48)	\$ (58,950)
97	Salt Lake Arts	470.51	1,446,616	435.75	1,410,705	(34.76)	\$ (35,911)
98	Fast Forward	338.40	1,033,273	338.40	1,084,208	-	\$ 50,935
A1	NUAMES	1,083.24	3,317,676	1,083.24	3,487,730	-	\$ 170,054
A2	Ranches Academy	417.57	1,279,453	385.18	1,239,500	(32.39)	\$ (39,953)
A3	DaVinci Academy	1,280.49	3,922,311	1,211.44	3,897,904	(69.06)	\$ (24,407)
A4	Summit Academy	3,057.84	9,366,605	2,819.31	9,067,650	(238.53)	\$ (298,955)
A5	Itineris	553.97	1,707,525	553.97	1,802,037	-	\$ 94,512

		WPU Value:	\$ 3,092	WPU Value:	\$ 3,269	Change:	\$ 177
		w/ Class Size Funding (Current)		Class Size Funding Rolled into WPU		Differences	
#	LEA	Total Basic School Program WPUs	Total Basic School Program Funding	Total Basic School Program WPUs	Total Basic School Program Funding	WPUs	Funding
A6	North Davis Prep	1,137.47	3,496,492	1,054.85	3,413,781	(82.62)	\$ (82,711)
A7	Moab Charter	141.71	432,756	131.19	419,690	(10.53)	\$ (13,066)
A8	East Hollywood High	458.41	1,402,596	458.41	1,473,596	-	\$ 71,000
A9	SUCCESS Academy	581.00	1,794,098	581.00	1,895,483	-	\$ 101,385
1B	UCAS	550.42	1,693,066	550.42	1,784,532	-	\$ 91,466
2B	Lincoln Academy	1,082.12	3,307,496	1,012.29	3,244,383	(69.83)	\$ (63,113)
3B	Beehive Science & Tech	439.13	1,340,327	422.45	1,351,521	(16.68)	\$ 11,194
4B	Wasatch Peak	450.19	1,381,587	413.62	1,334,644	(36.57)	\$ (46,943)
5B	North Star Academy	611.16	1,877,516	569.17	1,840,135	(41.99)	\$ (37,381)
7B	Reagan Academy	779.12	2,384,844	720.25	2,313,743	(58.86)	\$ (71,101)
8B	American Leadership	2,318.87	7,081,928	2,214.03	7,089,191	(104.84)	\$ 7,263
9B	Navigator Pointe	596.53	1,828,045	553.90	1,783,071	(42.62)	\$ (44,974)
1C	Odyssey	581.41	1,783,514	534.31	1,722,775	(47.09)	\$ (60,739)
2C	InTech Collegiate HS	331.84	1,004,887	331.84	1,049,015	-	\$ 44,128
3C	Entheos Academy	1,246.23	3,802,597	1,161.76	3,712,137	(84.47)	\$ (90,460)
4C	Lakeview	1,141.23	3,501,669	1,059.96	3,419,585	(81.26)	\$ (82,084)
5C	Legacy Preparatory	1,233.97	3,775,961	1,147.66	3,685,119	(86.32)	\$ (90,842)
6C	Liberty Academy	592.62	1,813,823	549.41	1,764,751	(43.21)	\$ (49,072)
7C	Monticello	835.85	2,568,352	771.51	2,495,045	(64.34)	\$ (73,307)
8C	Mountainville	864.96	2,654,898	800.62	2,584,361	(64.33)	\$ (70,537)
9C	Paradigm High	836.07	2,560,988	821.41	2,644,527	(14.66)	\$ 83,539
1D	Renaissance	779.44	2,398,813	715.91	2,321,534	(63.53)	\$ (77,279)
2D	Channing Hall	685.12	2,101,207	631.25	2,034,639	(53.87)	\$ (66,568)
3D	Spectrum	3,289.78	9,615,519	3,234.38	9,630,797	(55.40)	\$ 15,278
4D	Syracuse Arts	2,062.08	6,305,945	1,922.89	6,167,859	(139.19)	\$ (138,086)
5D	George Washington	1,120.54	3,436,617	1,031.63	3,325,119	(88.91)	\$ (111,498)
6D	Noah Webster	606.34	1,862,344	555.37	1,794,593	(50.96)	\$ (67,751)
7D	Salt Lake SPA	440.70	1,352,063	440.70	1,422,860	-	\$ 70,797
8D	Open Classroom	422.37	1,295,133	390.22	1,257,393	(32.15)	\$ (37,740)
9D	Canyon Rim	579.08	1,777,928	532.49	1,719,554	(46.59)	\$ (58,374)
1E	Guadalupe Schools	337.13	1,034,432	310.38	1,001,212	(26.75)	\$ (33,220)
2E	Karl G. Maeser	828.28	2,546,726	810.93	2,626,923	(17.35)	\$ 80,197
3E	CS Lewis Academy	254.88	774,450	236.36	749,602	(18.52)	\$ (24,848)

		<i>WPU Value:</i>	<i>\$ 3,092</i>	<i>WPU Value:</i>	<i>\$ 3,269</i>	<i>Change:</i>	<i>\$ 177</i>
		w/ Class Size Funding (Current)		Class Size Funding Rolled into WPU		Differences	
#	LEA	Total Basic School Program WPUs	Total Basic School Program Funding	Total Basic School Program WPUs	Total Basic School Program Funding	WPUs	Funding
4E	Dual Immersion Academy	521.23	1,600,484	479.35	1,548,236	(41.88)	\$ (52,248)
5E	Edith Bowen	352.46	1,079,492	325.71	1,047,373	(26.75)	\$ (32,119)
7E	Gateway Preparatory	747.02	2,286,746	691.80	2,222,655	(55.22)	\$ (64,091)
8E	Merit College Preparatory	439.30	1,332,239	434.69	1,376,927	(4.61)	\$ 44,688
9E	Providence Hall	2,728.70	8,316,044	2,590.44	8,263,686	(138.26)	\$ (52,358)
1F	Quest Academy	1,143.10	3,487,320	1,065.11	3,402,280	(77.99)	\$ (85,040)
2F	Rockwell HS	690.14	2,110,370	681.74	2,188,952	(8.39)	\$ 78,582
3F	Venture	953.81	2,923,872	911.61	2,937,463	(42.20)	\$ 13,591
4F	Center for Science Ed.	563.01	1,724,462	546.83	1,760,032	(16.18)	\$ 35,570
5F	Utah Virtual Academy	2,877.84	8,725,463	2,784.05	8,809,005	(93.79)	\$ 83,542
6F	The Early Light Academy	1,221.59	3,733,332	1,140.21	3,653,433	(81.38)	\$ (79,899)
7F	Excelsior Academy	734.03	2,253,181	675.29	2,179,893	(58.74)	\$ (73,288)
8F	Hawthorn Academy	1,792.02	5,478,105	1,663.28	5,331,328	(128.73)	\$ (146,777)
9F	Mountain Heights	701.99	2,152,292	690.10	2,225,212	(11.89)	\$ 72,920
1G	Jefferson Academy	594.41	1,819,805	545.91	1,754,061	(48.50)	\$ (65,744)
2G	Vista at Entrada	1,047.43	3,205,509	969.46	3,113,278	(77.97)	\$ (92,231)
3G	Bear River CS	214.11	653,069	198.64	634,241	(15.47)	\$ (18,828)
4G	Maria Montessori	726.80	2,224,977	676.05	2,172,425	(50.75)	\$ (52,552)
5G	Canyon Grove Adacemy	437.48	1,337,434	403.10	1,292,000	(34.38)	\$ (45,434)
6G	Weilenmann School	661.80	2,031,398	609.81	1,968,435	(51.99)	\$ (62,963)
7G	Summit Academy HS	813.35	2,490,401	813.35	2,617,623	-	\$ 127,222
8G	Good Foundations	537.97	1,647,697	495.69	1,593,910	(42.29)	\$ (53,787)
2H	Utah Connections	1,363.53	4,173,324	1,325.60	4,261,451	(37.92)	\$ 88,127
3H	Endeavor Hall	712.88	2,179,885	659.23	2,114,000	(53.65)	\$ (65,885)
4H	Aristotle Academy	164.34	497,559	153.23	483,028	(11.11)	\$ (14,531)
5H	HighMark CS	772.16	2,369,481	721.19	2,327,238	(50.97)	\$ (42,243)
6H	Promontory School	511.93	1,572,037	471.16	1,521,969	(40.77)	\$ (50,068)
7H	Pacific Heritage Acad.	430.80	1,320,638	396.92	1,278,339	(33.88)	\$ (42,299)
8H	Valley Academy	423.20	1,296,208	390.34	1,255,233	(32.86)	\$ (40,975)
9H	Pioneer High School	389.91	1,191,161	389.91	1,250,254	-	\$ 59,093
1I	UT International HS	287.26	877,857	282.91	907,391	(4.35)	\$ 29,534
2I	Esperanza Elementary	492.74	1,513,168	451.49	1,458,482	(41.24)	\$ (54,686)
3I	Leadership Learning	583.31	1,788,505	535.65	1,725,660	(47.65)	\$ (62,845)

		WPU Value:	\$ 3,092	WPU Value:	\$ 3,269	Change:	\$ 177
		w/ Class Size Funding (Current)		Class Size Funding Rolled into WPU		Differences	
#	LEA	Total Basic School Program WPUs	Total Basic School Program Funding	Total Basic School Program WPUs	Total Basic School Program Funding	WPUs	Funding
4I	Mana Academy	502.57	1,544,355	466.35	1,508,385	(36.22)	\$ (35,970)
5I	Voyage Academy	571.06	1,751,794	524.23	1,690,265	(46.83)	\$ (61,529)
7I	WSU Charter School	32.29	98,765	28.83	92,422	(3.46)	\$ (6,343)
8I	Winter Sports	149.70	461,339	149.70	486,822	-	\$ 25,483
9I	Utah Career Path	254.03	773,859	254.03	810,834	-	\$ 36,975
1J	Am Intl School of Utah	1,606.49	4,930,481	1,531.08	4,943,239	(75.41)	\$ 12,758
2J	Ascent Academies of UT	2,455.37	7,517,514	2,286.81	7,350,034	(168.56)	\$ (167,480)
3J	Dixie Montessori Academy	430.03	1,319,159	395.16	1,274,152	(34.86)	\$ (45,007)
4J	Kairos Academy	74.23	226,169	74.23	237,012	-	\$ 10,843
5J	Mountain West Montessori Aca	525.71	1,613,314	485.12	1,565,399	(40.58)	\$ (47,915)
6J	Scholar Academy	566.75	1,740,575	519.63	1,678,808	(47.12)	\$ (61,767)
7J	Greenwood	470.23	1,442,718	431.93	1,393,074	(38.30)	\$ (49,644)
8J	Terra Academy	783.23	2,403,498	743.14	2,398,663	(40.08)	\$ (4,835)
9J	Lumen Scholar Institute	682.64	2,093,570	645.67	2,081,847	(36.97)	\$ (11,723)
1K	Vanguard Academy	519.19	1,590,086	505.83	1,627,871	(13.36)	\$ 37,785
2K	Utah Military Academy	765.83	2,351,769	749.05	2,421,451	(16.78)	\$ 69,682
3K	Roots Charter HS	252.71	775,846	252.71	816,803	-	\$ 40,957
4K	Athenian eAcademy	668.30	2,051,515	625.10	2,018,449	(43.20)	\$ (33,066)
5K	Wasatch Waldorf Academy	611.66	1,877,473	563.56	1,819,111	(48.10)	\$ (58,362)
6K	Franklin Discovery Academy	530.46	1,627,436	485.92	1,567,031	(44.54)	\$ (60,405)
7K	Wallace Stegner Academy	640.35	1,965,423	589.58	1,902,880	(50.77)	\$ (62,543)
8K	American Academy of Innovation	468.36	1,438,998	452.33	1,463,251	(16.03)	\$ 24,253
9K	St. George Academy	484.12	1,487,974	484.12	1,567,617	-	\$ 79,643
1L	Athlos Academy	928.56	2,849,902	854.45	2,757,526	(74.11)	\$ (92,376)
	Charter Totals:	91,332.42	\$ 279,120,564	86,320.15	\$ 276,649,554	(5,012.27)	\$ (2,471,010)
	Statewide Totals:	845,317.56	\$ 2,586,166,787	805,327.70	\$ 2,586,166,787	(39,989.86)	\$ -

Appendix D

Class Size Reduction Funding Based on Grades K-3 or K-5 - Fiscal Year 2016

ID	LEA	CSR Funding Based on Grades:			Differences from Current	
		Current (K-8)	K-3	K-5	K-3	K-5
1	Alpine	\$ 14,414,612	\$ 14,365,876	\$ 14,361,375	\$ (48,736)	\$ (53,237)
2	Beaver	300,389	292,771	292,575	(7,618)	(7,814)
3	Box Elder	2,149,237	2,183,574	2,173,087	34,337	23,850
4	Cache	3,247,326	3,131,244	3,165,079	(116,081)	(82,247)
5	Carbon	658,404	678,013	669,124	19,609	10,720
6	Daggett	36,657	34,327	35,798	(2,330)	(859)
7	Davis	13,190,917	13,087,403	13,093,123	(103,513)	(97,794)
8	Duchesne	978,879	1,041,803	1,006,565	62,924	27,686
9	Emery	436,457	431,771	429,532	(4,686)	(6,925)
10	Garfield	174,669	170,224	175,933	(4,445)	1,264
11	Grand	267,646	259,870	264,553	(7,776)	(3,094)
12	Granite	13,014,857	13,273,866	13,165,033	259,009	150,176
13	Iron	1,715,320	1,696,397	1,717,741	(18,923)	2,421
14	Jordan	9,756,329	9,723,063	9,717,949	(33,266)	(38,380)
15	Juab	463,603	459,729	467,074	(3,874)	3,472
16	Kane	229,198	216,854	223,109	(12,344)	(6,089)
17	Millard	519,409	499,368	510,523	(20,041)	(8,886)
18	Morgan	550,392	553,609	551,482	3,217	1,090
19	Nebo	6,039,484	5,949,117	5,987,331	(90,367)	(52,152)
20	No. Sanpete	463,767	462,279	475,049	(1,488)	11,281
21	No. Summit	191,896	188,941	189,045	(2,955)	(2,851)
22	Park City	885,541	789,749	832,013	(95,792)	(53,528)
23	Piute	53,126	45,470	46,945	(7,656)	(6,181)
24	Rich	95,758	96,697	96,118	939	359
25	San Juan	549,149	540,855	532,159	(8,294)	(16,990)
26	Sevier	880,102	856,841	866,835	(23,261)	(13,267)
27	So. Sanpete	597,469	582,123	590,502	(15,347)	(6,967)
28	So. Summit	304,076	288,628	292,999	(15,448)	(11,076)
29	Tintic	43,815	38,622	38,887	(5,193)	(4,928)

		CSR Funding Based on Grades:			Differences from Current	
ID	LEA	Current (K-8)	K-3	K-5	K-3	K-5
30	Tooele	2,608,839	2,515,074	2,544,208	(93,765)	(64,631)
31	Uintah	1,624,627	1,740,005	1,693,750	115,377	69,122
32	Wasatch	1,202,958	1,170,673	1,169,964	(32,285)	(32,995)
33	Washington	5,287,263	5,154,611	5,208,925	(132,652)	(78,338)
34	Wayne	89,391	85,443	87,035	(3,948)	(2,356)
35	Weber	5,811,208	5,598,718	5,675,690	(212,489)	(135,518)
36	Salt Lake	4,501,627	4,795,231	4,711,856	293,604	210,229
37	Ogden	2,369,666	2,536,702	2,463,907	167,036	94,241
38	Provo	3,280,927	3,411,208	3,385,134	130,281	104,207
39	Logan	1,160,980	1,238,972	1,183,330	77,992	22,350
40	Murray	1,228,021	1,233,708	1,229,335	5,687	1,314
42	Canyons	6,341,443	6,179,417	6,237,225	(162,026)	(104,217)
Total Districts:		\$ 107,715,433	\$ 107,598,848	\$ 107,557,898	\$ (116,586)	\$ (157,536)
68	Ogden Prep	\$ 266,910	\$ 259,158	\$ 260,717	\$ (7,752)	\$ (6,192)
74	American Prep	808,729	748,496	775,175	(60,234)	(33,555)
81	Walden School	76,987	84,388	77,121	7,401	134
82	Freedom Academy	262,050	256,201	254,401	(5,848)	(7,648)
83	AMES	-	-	-	-	-
86	Pinnacle Canyon	80,491	73,833	82,167	(6,658)	1,676
87	City Academy	18,672	-	-	(18,672)	(18,672)
89	Soldier Hollow	74,512	95,733	96,029	21,221	21,517
90	Tuacahn High	-	-	-	-	-
92	Uintah River High	-	-	-	-	-
93	John Hancock	51,080	49,826	58,196	(1,254)	7,115
94	Thomas Edison - North	344,151	357,763	357,261	13,613	13,111
95	Timpanogos Academy	138,870	172,479	175,260	33,609	36,390
97	Salt Lake Arts	107,533	-	39,167	(107,533)	(68,366)
98	Fast Forward	-	-	-	-	-
A1	NUAMES	-	-	-	-	-
A2	Ranches Academy	100,198	126,039	126,456	25,840	26,257
A3	DaVinci Academy	202,437	198,578	198,589	(3,859)	(3,848)

ID	LEA	CSR Funding Based on Grades:			Differences from Current	
		Current (K-8)	K-3	K-5	K-3	K-5
A4	Summit Academy	493,029	500,945	499,760	7,916	6,731
A5	Itineris	-	-	-	-	-
A6	North Davis Prep	255,857	256,132	261,301	275	5,445
A7	Moab Charter	34,425	42,488	43,748	8,063	9,323
A8	East Hollywood High	-	-	-	-	-
A9	SUCCESS Academy	-	-	-	-	-
1B	UCAS	-	-	-	-	-
2B	Lincoln Academy	216,019	167,260	175,415	(48,760)	(40,604)
3B	Beehive Science & Tech	51,603	-	-	(51,603)	(51,603)
4B	Wasatch Peak	112,848	158,093	146,897	45,245	34,050
5B	North Star Academy	131,534	120,487	123,356	(11,047)	(8,178)
7B	Reagan Academy	182,096	193,828	194,525	11,732	12,430
8B	American Leadership	324,316	311,093	301,404	(13,222)	(22,912)
9B	Navigator Pointe	131,851	137,394	139,190	5,543	7,339
1C	Odyssey	145,689	215,767	195,835	70,078	50,146
2C	InTech Collegiate HS	-	-	-	-	-
3C	Entheos Academy	259,427	253,380	255,813	(6,047)	(3,614)
4C	Lakeview	251,394	246,857	246,893	(4,537)	(4,501)
5C	Legacy Preparatory	266,216	266,369	272,873	153	6,656
6C	Liberty Academy	127,043	139,236	138,093	12,192	11,050
7C	Monticello	191,414	188,367	189,686	(3,048)	(1,728)
8C	Mountainville	196,595	186,937	209,086	(9,658)	12,491
9C	Paradigm High	45,628	-	-	(45,628)	(45,628)
1D	Renaissance	196,527	245,929	224,668	49,403	28,142
2D	Channing Hall	177,661	184,567	185,355	6,907	7,694
3D	Spectrum	173,138	148,967	153,565	(24,172)	(19,573)
4D	Syracuse Arts	425,724	437,289	438,983	11,565	13,259
5D	George Washington	275,041	328,651	323,730	53,610	48,689
6D	Noah Webster	156,054	208,232	201,369	52,177	45,314
7D	Salt Lake SPA	-	-	-	-	-
8D	Open Classroom	97,618	104,748	104,271	7,130	6,653
9D	Canyon Rim	144,399	182,080	182,823	37,681	38,424

ID	LEA	CSR Funding Based on Grades:			Differences from Current	
		Current (K-8)	K-3	K-5	K-3	K-5
1E	Guadalupe Schools	82,756	110,080	109,066	27,325	26,310
2E	Karl G. Maeser	57,717	-	-	(57,717)	(57,717)
3E	CS Lewis Academy	72,085	94,637	92,220	22,551	20,134
4E	Dual Immersion Academy	129,553	157,175	138,683	27,622	9,130
5E	Edith Bowen	82,751	120,517	122,222	37,766	39,471
7E	Gateway Preparatory	170,828	172,147	176,263	1,319	5,435
8E	Merit College Preparatory	18,678	-	-	(18,678)	(18,678)
9E	Providence Hall	423,101	302,191	343,639	(120,910)	(79,462)
1F	Quest Academy	246,047	287,453	274,984	41,405	28,937
2F	Rockwell HS	27,601	-	-	(27,601)	(27,601)
3F	Venture	130,542	120,442	120,609	(10,100)	(9,934)
4F	Center for Science Ed.	51,122	-	-	(51,122)	(51,122)
5F	Utah Virtual Academy	314,399	221,375	241,464	(93,024)	(72,935)
6F	The Early Light Academy	251,746	247,667	250,573	(4,080)	(1,173)
7F	Excelsior Academy	181,701	186,167	186,745	4,467	5,045
8F	Hawthorn Academy	378,182	430,422	427,741	52,239	49,559
9F	Mountain Heights	30,999	-	-	(30,999)	(30,999)
1G	Jefferson Academy	150,030	219,960	198,381	69,930	48,351
2G	Vista at Entrada	241,210	226,973	237,229	(14,237)	(3,981)
3G	Bear River CS	48,119	47,393	48,069	(726)	(49)
4G	Maria Montessori	154,959	181,151	170,760	26,192	15,801
5G	Canyon Grove Adacemy	118,148	157,565	143,501	39,417	25,353
6G	Weilenmann School	160,025	159,528	179,849	(497)	19,824
7G	Summit Academy HS	-	-	-	-	-
8G	Good Foundations	129,506	176,473	173,953	46,967	44,446
9G	Alianza Academy	17,144	17,144	17,144	0	0
2H	Utah Connections	118,555	78,909	89,427	(39,646)	(29,128)
3H	Endeavor Hall	165,418	179,851	177,000	14,433	11,582
4H	Aristotle Academy	39,658	48,226	44,248	8,568	4,590
5H	HighMark CS	158,744	125,864	137,349	(32,880)	(21,395)
6H	Promontory School	126,130	121,316	122,391	(4,814)	(3,739)
7H	Pacific Heritage Acad.	102,475	123,077	114,914	20,602	12,439

ID	LEA	CSR Funding Based on Grades:			Differences from Current	
		Current (K-8)	K-3	K-5	K-3	K-5
8H	Valley Academy	112,270	120,543	118,151	8,273	5,881
9H	Pioneer High School	-	-	-	-	-
1I	UT International HS	14,851	-	-	(14,851)	(14,851)
2I	Esperanza Elementary	127,592	189,544	169,028	61,952	41,437
3I	Leadership Learning	145,081	191,314	189,251	46,233	44,170
4I	Mana Academy	101,206	114,838	105,317	13,633	4,111
5I	Voyage Academy	144,871	181,720	186,983	36,849	42,112
6I	Wasatch Institute of Tech.	-	-	-	-	-
7I	WSU Charter School	11,783	25,873	17,403	14,090	5,620
8I	Winter Sports	-	-	-	-	-
9I	Utah Career Path	-	-	-	-	-
1J	Am Intl School of Utah	190,016	114,813	124,663	(75,204)	(65,353)
2J	Ascent Academies of UT	502,052	510,025	511,106	7,972	9,053
3J	Dixie Montessori Academy	107,849	146,109	138,570	38,260	30,721
4J	Kairos Academy	-	-	-	-	-
5J	Mountain West Montessori Aca	125,544	123,215	124,165	(2,328)	(1,378)
6J	Scholar Academy	139,140	187,399	185,453	48,260	46,313
7J	Greenwood	111,598	165,179	150,990	53,581	39,392
8J	Terra Academy	123,722	120,405	121,687	(3,317)	(2,034)
9J	MyOptions	123,722	114,960	120,466	(8,762)	(3,255)
1K	Vanguard Academy	48,497	-	-	(48,497)	(48,497)
2K	Utah Military Academy	46,439	-	-	(46,439)	(46,439)
3K	Roots Charter HS	-	-	-	-	-
4K	Athenian eAcademy	133,641	134,926	132,269	1,285	(1,373)
	Charter Totals	\$ 14,285,567	\$ 14,402,152	\$ 14,443,102	\$ 116,586	\$ 157,536
	Statewide Totals	\$ 122,001,000	\$ 122,001,000	\$ 122,001,000	\$ -	\$ -