

Thomas Edison Charter Schools Governing Board Meeting

03 September 2025 5:30 P.M.

Edison North: 180 E 2600 N, North Logan, UT 84341

Mission: *We provide all students the fundamental knowledge, tools, and discipline to become successful, reputable citizens in our country and to become high achievers in our ever evolving, demanding and complex society.*

Agenda

Conducting: Lindsey

Pledge of Allegiance: Courtney

- 1 5:30 Adoption of Agenda
- 2 5:31 Public Comment
- 3 5:32 Approval of Minutes
- 4 5:33 Board update: Lindsey Fowers on board vacancy (we're hoping to be able to find a replacement for the October meeting)
- 5 5:35 Board Training- Welcome to the Board, Open & Public Meetings, Utah Code 53G: Debby Llewelyn
- 6 6:15 TECS Philosophy: Jim Peterson
- 7 6:20 Financial Report: Jim Peterson
- 8 6:30 Student Data Report: Angela Williams
- 9 6:35 Mental Health Grant: SarahAnn Delaney
- 10 6:40 Student Fees Policy: Jamie Lewis
- 11 6:42 TECS SHINE Policy: Jamie Lewis
- 12 6:45 TSSA Guiding Framework and Budget Plan for 2025-26: Jamie Lewis
- 13 6:50 Principal Reports: Melani Kirk & Brad Larsen
- 14 6:55 Vendor & Personnel Requests: Melani Kirk & Brad Larsen
- 15 7:00 Adjourn

Electronic Participation:

<https://meet.google.com/qxb-vpju-btx>

Or dial: (US) +1 574-213-7511 PIN: 544 655 309#

July – December Governing Board meetings will be at Edison North.

January – June Governing Board meetings will be at Edison South.

In compliance with the Americans with Disabilities Act, persons requiring assistance or auxiliary services for these meetings should contact Lindsey Fowers 435-881-7896.

Exhibit A

No portions of Exhibit "A" may be changed unless amended pursuant to Charter Agreement Sections 5.3

1. Name of the charter school: **Thomas Edison Charter Schools**
2. Charter school applicant: **Thomas Edison Charter Schools**
3. Location: The charter schools shall be established in **North Logan and Nibley**, located within the **Cache County District**.

4. Mission statement:

We provide all students the fundamental knowledge, tools, and discipline to become successful, reputable citizens in our country and to become high achievers in our ever evolving, demanding, and complex society.

The mission is carried out through a stimulating academic curriculum, focused on elemental skills development, in a structured classroom environment, with strong parental involvement.

5. Purpose(s) of the charter school:

a. Improve student learning by:

- i) providing research-based, validated instructional methods,
- ii) providing training to all teachers (see b below),
- iii) providing an advanced, sequential curriculum in the math & language arts programs from kindergarten through middle school,
- iv) teaching at an advanced level and pace to pull the below average learners up while providing intervention instruction to struggling students,
- v) creating a positive learning environment by implementing the Glenn Latham classroom management method,
- vi) employing trained aides in the primary classrooms to decrease the student to adult ratio while increasing support to the classroom teachers, and
- vii) encouraging parental involvement in the classroom.

b. Encourage the use of innovative teaching methods by:

- i) providing training to all elementary teachers to deliver a research-based total language arts method,
- ii) employing 'directors of instruction' who evaluate, mentor, and provide real-time feedback to classroom teachers throughout the school year, and
- iii) periodically sending the directors of instruction and veteran teachers to conferences and training seminars to remain up-to-date as trained certified instructors and/or teacher-trainers in the methods taught at the school.

c. Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program by participating in various Professional Learning Communities, school committees and being given opportunities to serve on school LAND Trust committees.

d. Increase choice of learning opportunities for students by:

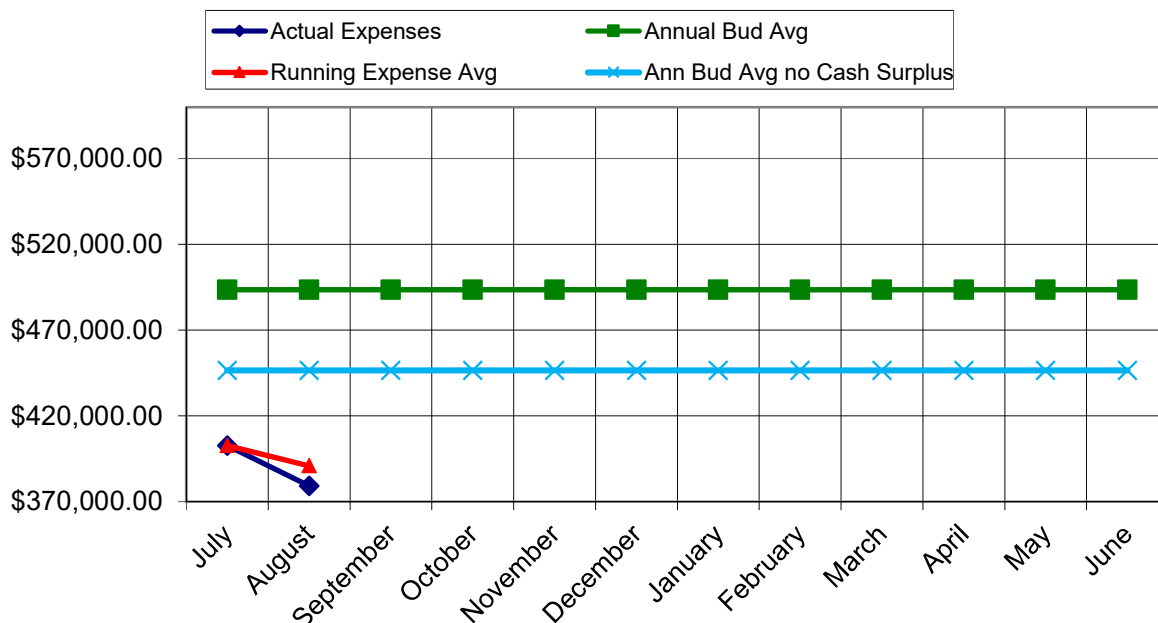
- i) offering an education program with an instructional philosophy and teaching environment not offered in the surrounding communities, and
- ii) working with the county busing system to locate bus-stops adjacent to the schools.

Thomas Edison Charter School (North)

Monthly Expenditures for FY26 (July '25 - June '26)

Month	Total Expenses	Comments
July	\$402,722.91	
August	\$379,182.61	
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
Running Total	\$781,905.52	
Running Average	\$390,952.76	
Annual Budget Monthly Avg	\$493,596.84	
Ann Bud Mon Avg w/o Cash Surplus	\$446,491.98	
Cummulative Surplus / (Deficit)	\$205,288.16	

Monthly Expenses



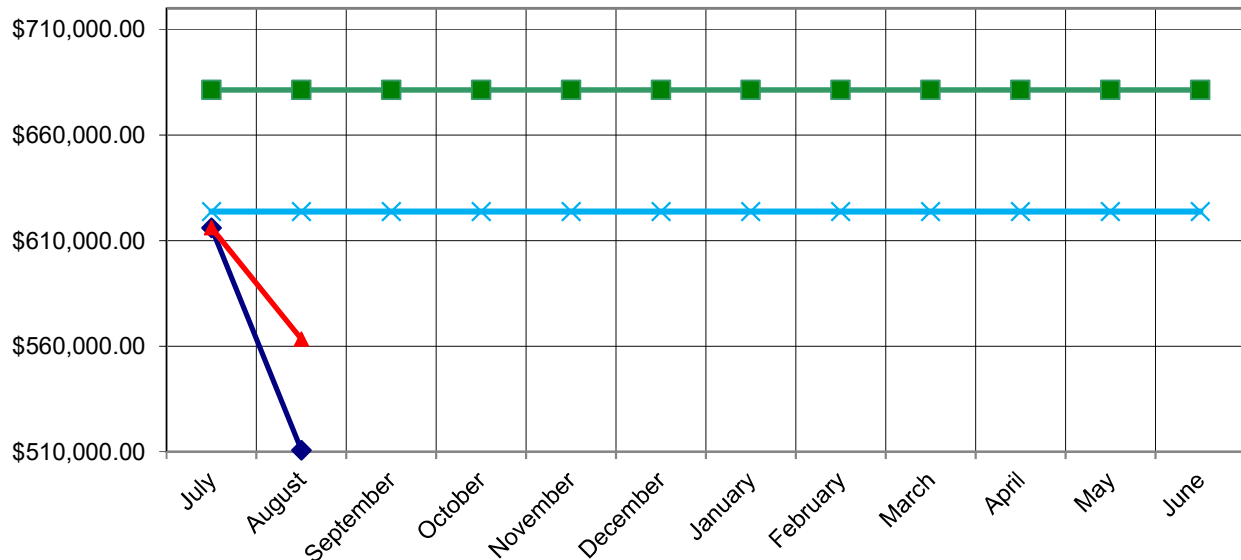
Thomas Edison Charter School - South

Monthly Expenditures for FY26 (July '25 - June '26)

Month	Total Expenses	Comments
July	\$616,008.13	
August	\$510,756.66	
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
Running Total	\$1,126,764.79	
Running Average	\$563,382.40	
Annual Budget Monthly Avg	\$681,320.49	
Ann Bud Mon Avg w/o Cash Surplus	\$623,807.85	
Cummulative Surplus / (Deficit)	\$235,876.20	

Monthly Expenses

—●— Actual Expenses
—■— Annual Bud Avg
—▲— Running Expense Avg
—×— Ann Bud Avg no Cash Surplus





In alignment with Utah State Board of Education (USBE) [Board Rule R277-406](#), Reading on Grade Level (ROGL) is achieved when a third-grade student demonstrates proficiency in reading through meeting specific criteria. ROGL is defined as a student scoring above benchmark on the end-of-year reading assessment and obtaining a composite score of 405 or higher on the end-of-year Acadience Reading assessment. Currently, **48.7%** of third-grade students are reading on grade level at the end of the 2025 school year. This is an increase from the percentage of 48.1% in 2024.

In addition to this work that has been done to improve reading outcomes, we have seen some incredible gains and noteworthy improvements in our first and second grades across the State.

Statewide, first grade has seen an increase of **3.8%** from 2023-2025.

Grade Level	2023	2024	2025	Percent Increase
First Grade	45.5%	47.8%	49.3%	3.8%

After several years of stagnant outcomes in second grade, we saw a promising **0.7%** increase in results in 2025.

Grade Level	2023	2024	2025	Percent Increase
Second Grade	46.7%	46.7%	47.4%	0.7%

To assist with your efforts in increasing literacy, the following table presents third grade Reading on Grade Level (ROGL) percentages for each Local Education Agency (LEA).

LEA Name	3rd Grade ROGL 2023	3rd Grade ROGL* 2024	3rd Grade ROGL* 2025
Advantage Arts Academy	39.1%	34.10%	39.6%
Alpine District	48.0%	46.80%	48.6%
American Leadership Academy	46.2%	53.30%	56.0%
American Preparatory Academy	57.9%	71.70%	72.8%
American Principles Academy	N/A	N/A	38.1%
Ascent Academies of Utah	36.5%	44.90%	37.7%
Athenian eAcademy	36.8%	41.90%	23.8%
Athlos Academy of Utah	31.4%	44.10%	14.9%
Bear River Charter School	76.2%	61.10%	85.0%
Beaver District	54.1%	52.40%	50.4%
Beehive Science & Technology Academy	47.4%	62.30%	71.7%
Bonneville Academy	54.8%	36.70%	11.1%



Box Elder District	53.9%	56.40%	56.8%
Bridge Elementary School	30.3%	23.50%	38.4%
C.S. Lewis Academy	20.5%	26.70%	43.6%
Cache District	60.7%	57.40%	55.7%
Canyon Grove Academy	62.5%	47.90%	45.5%
Canyon Rim Academy	67.1%	54.50%	53.8%
Canyons District	54.9%	54.30%	51.7%
Carbon District	35.2%	29.30%	40.7%
Channing Hall	67.1%	58.70%	61.0%
Daggett District	20.0%	57.10%	58.3%
Davinci Academy	43.0%	50.00%	34.1%
Davis District	48.8%	50.90%	52.1%
Dual Immersion Academy	17.0%	44.00%	32.6%
Duchesne District	35.5%	41.70%	41.4%
Early Light Academy at Daybreak	68.7%	62.00%	62.7%
Edith Bowen Laboratory School	69.4%	72.50%	66.7%
Elevated Charter School	N/A	N/A	30.8%
Emery District	39.4%	39.10%	41.5%
Endeavor Hall	20.0%	32.00%	28.1%
Entheos Academy	44.5%	62.50%	45.8%
Esperanza School	44.6%	43.80%	44.2%
Excelsior Academy	59.1%	47.00%	46.8%
Franklin Discovery Academy	38.1%	34.90%	37.9%
Freedom Preparatory Academy	56.1%	50.20%	46.9%
Garfield District	39.7%	37.10%	42.4%
Gateway Preparatory Academy	45.3%	48.40%	44.8%
George Washington Academy	64.6%	67.40%	60.9%
Good Foundations Academy	45.5%	35.40%	35.8%
Grand District	44.3%	36.30%	33.0%
Granite District	39.4%	40.70%	39.5%
Greenwood Charter School	14.3%	28.60%	32.4%
Guadalupe School	21.4%	17.90%	26.7%
Hawthorn Academy	61.4%	57.70%	48.9%
Highmark Charter School	38.9%	44.00%	64.0%
Ignite Entrepreneurship Academy	48.0%	49.10%	46.9%
Iron District	49.6%	45.10%	47.5%
Jefferson Academy	62.7%	85.20%	80.6%
John Hancock Charter School	82.6%	54.20%	38.2%
Jordan District	52.1%	49.80%	50.8%
Juab District	45.9%	39.10%	41.5%



Kane District	57.9%	59.60%	61.9%
Lakeview Academy	50.0%	55.30%	62.6%
Leadership Learning Academy	31.7%	26.60%	43.1%
Legacy Preparatory Academy	66.7%	70.70%	54.8%
Lincoln Academy	61.7%	50.60%	43.4%
Logan City District	46.9%	55.80%	55.5%
Lumen Scholar Institute	56.3%	23.80%	41.2%
Mana Academy Charter School	46.4%	54.20%	45.5%
Maria Montessori Academy	32.5%	35.30%	33.3%
Millard District	48.0%	46.80%	48.5%
Moab Charter School	n≤10	n≤10	n≤10
Monticello Academy	55.1%	50.00%	50.0%
Morgan District	59.8%	55.70%	61.8%
Mountain Sunrise Academy	37.1%	46.20%	46.3%
Mountain View Montessori	40.9%	38.50%	42.9%
Mountain West Montessori Academy	49.0%	50.00%	56.5%
Mountainville Academy	70.8%	69.40%	66.7%
Murray District	53.0%	53.30%	51.6%
Navigator Pointe Academy	56.1%	45.20%	58.3%
Nebo District	46.2%	45.10%	47.0%
Noah Webster Academy	56.8%	54.10%	50.7%
North Davis Preparatory Academy	46.5%	44.30%	31.5%
North Sanpete District	37.8%	45.90%	44.9%
North Star Academy	76.5%	56.50%	67.4%
North Summit District	78.6%	67.60%	57.6%
Odyssey Charter School	34.6%	67.20%	74.2%
Ogden City District	32.6%	34.10%	38.5%
Ogden Preparatory Academy	21.2%	27.30%	21.4%
Open Classroom	48.9%	59.50%	30.3%
Pacific Heritage Academy	22.6%	29.00%	27.3%
Park City District	57.8%	64.80%	69.0%
Pinnacle Canyon Academy	16.1%	43.80%	22.7%
Piute District	20.0%	40.90%	22.7%
Promontory School of Expeditionary Learning	46.8%	27.50%	41.7%
Providence Hall	48.9%	39.90%	37.7%
Provo District	60.8%	59.90%	58.3%
Quest Academy	39.4%	41.60%	50.5%
Ranches Academy	62.0%	59.20%	60.0%
Reagan Academy	58.5%	52.40%	51.2%
Renaissance Academy	46.3%	43.00%	46.4%



Rich District	66.7%	46.30%	58.5%
Salt Lake District	47.6%	42.70%	45.4%
San Juan District	35.9%	39.60%	38.6%
Scholar Academy	29.6%	27.60%	17.8%
Sevier District	43.6%	46.60%	49.5%
Soldier Hollow Charter School	53.7%	51.20%	67.6%
South Sanpete District	56.5%	49.50%	57.7%
South Summit District	51.5%	38.90%	61.8%
Spectrum Academy	35.4%	41.50%	40.8%
Summit Academy	44.4%	51.30%	59.5%
Syracuse Arts Academy	48.1%	49.70%	40.5%
Terra Academy	44.7%	56.50%	53.2%
The Center for Creativity Innovation and Discovery	47.5%	43.30%	62.1%
Thomas Edison	62.3%	72.70%	71.9%
Timpanogos Academy	58.1%	54.70%	44.6%
Tintic District	60.0%	56.30%	50.0%
Tooele District	38.1%	38.70%	36.0%
Treeside Charter School	47.9%	41.70%	30.0%
Uintah District	38.0%	42.70%	51.1%
Utah Connections Academy	54.3%	42.10%	36.4%
Utah Virtual Academy	28.1%	29.20%	17.6%
Valley Academy Intermediate	63.0%	34.30%	39.2%
Venture Academy	36.6%	62.50%	50.0%
Vista School	44.8%	57.80%	58.4%
Voyage Academy	49.3%	53.80%	54.7%
Walden School of Liberal Arts	56.0%	48.00%	48.3%
Wallace Stegner Academy	37.0%	43.30%	41.6%
Wasatch District	48.1%	46.60%	44.7%
Wasatch Peak Academy	68.0%	56.90%	52.1%
Wasatch Waldorf Charter School	35.5%	13.20%	31.9%
Washington District	50.0%	50.80%	54.1%
Wayne District	62.5%	75.80%	60.6%
Weber District	40.8%	43.60%	45.5%
Weilenmann School of Discovery	56.8%	47.00%	51.3%

**Reading on Grade Level (ROGL) measure changed in April 2024 from 750+ Lexile Score to EOY Acadience Reading composite score of 405+.*

The Utah State Board of Education extends its sincere gratitude to all LEAs for their commitment and tireless efforts in improving literacy among early grade students. Your dedication to providing high-quality instruction and fostering a love of learning



**Utah State
Board of
Education**

is instrumental in ensuring our students develop the foundational literacy skills necessary for future success.

Contact: Julie Clark, P-12 English Language Arts Coordinator

Email: Julie.clark@schools.utah.gov

3rd Grade End of Year Reading on Grade Level Proficiency Rates for Utah Schools

Ranking	LEA	Proficiency	+/- from prior yr.
1	Bear River Charter School	85.0 %	+ 23.9 %
2	Jefferson Academy	80.6 %	- 4.6 %
3	Odyssey Charter School	74.2 %	+ 7 %
4	American Preparatory Academy	72.8 %	+ 1.1 %
5	Thomas Edison	71.9 %	- .8 %
6	Beehive Science & Technology Academy	71.7 %	+ 9.4 %
7	Park City District	69.0 %	+ 4.2 %
8	Soldier Hollow Charter School	67.6 %	+ 16.4 %
9	North Star Academy	67.4 %	+10.9 %
10/11	Edith Bowen Laboratory School	66.7 %	- 5.8 %
10/11	Mountainville Academy	66.7 %	- 2.7 %



	Below Utah Average
	Above Utah Average
	More than 10% above Utah Average

Numbers represent the percent of TECS students proficient.

Numbers in parenthesis are the percent of students proficient state-wide.

	2021-2022	2022-2023	2023-2024	2024-2025 (estimated)	2025-2026
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Kindergarten

BOY	none (56.1)	none (56.5)	no scores (54.9)	70	
MOY	no scores (49.9)	no scores (53.0)	no scores (57.6)	82	
EOY	none (47.1)	no scores (53.8)	no scores (61.2)	75	

1st Grade

BOY	65 (46.0)	73 (46.7)	70 (48.5)	77	
MOY	64 (47.5)	69 (50.0)	81 (53.6)	75	
EOY	69 (49.9)	70 (53.3)	75 (57.4)	75	

2nd Grade

BOY	56 (52.1)	71 (53.2)	63 (52.7)	73	
MOY	70 (46.7)	74 (52.1)	80 (55.6)	90	
EOY	58 (52.1)	75 (58.1)	83 (62.9)	86	

3rd Grade

BOY	75 (46.8)	81 (49.3)	72 (50.1)	80	
MOY	85 (51.1)	86 (54.8)	91 (58.0)	92	
EOY	87 (54.6)	91 (58.2)	95 (60.8)	92	

Below the state average

Above the state average (.1 to 9.9%)

10% or more above the state average.

24-25 Early Learning Goals:

1 – For 1st graders in Math, we wanted to increase the percentage of students who were proficient with their composite scores from BOY to EOY by 6%. (No – We went from 77% down to 75%.)

2 – For Kindergarteners in Reading, we wanted to increase the percentage of students who were proficient with their composite scores from BOY to EOY by 5%. (Yes – we went from 67% to 76%.)

25-26 Early Learning Goals:

State Goal: The state growth goal requires 60% of first through third grade students to make typical, above typical, or well above typical growth from beginning of year to the end of the year as measured by Pathways of Progress on the Acadience Math assessment.

1 – For 1st graders in Math, we want to increase the percentage of students who are proficient with their composite scores from BOY to EOY by 1% – 3% (or more).

2 – For Kindergarteners in Math, we want to increase the percentage of students who are proficient with their number identification fluency from BOY to EOY by 4% - 6% (or more).

SCHOOL FEES POLICY (1 OF 2)

Policies and Procedures Manual

5000—Finances and Facilities

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5105		January 8, 2014	September 4, 2024

School Fees Policy

It is the intention of Thomas Edison Charter Schools to provide free, quality education that is equally accessible to all TECS students. Accordingly, it is the policy of Thomas Edison Charter Schools to comply with state laws that regulate the charging of school fees.

State Provisions:

Utah law defines a “fee” a charge, expense, deposit, rental, or payment in the form of money, goods, or services that is a condition to a student's full participation in an activity, course, or program that is provided, sponsored, or supported by an LEA. In grades K-6, unless sixth grade is included in a school that contains one or more secondary grade (7-12), state law prohibits the charging of fees for any class or activity incorporated into the regular school day. This includes materials, textbooks, supplies, assemblies and field trips. Utah law allows students in secondary grades to be charged fees in some circumstances, as described in 53G-7-5. LEAs that charge fees are subject to state legal provisions requiring fee schedules and fee waivers.

TECS Policy:

It is the current policy of TECS to charge no school fees. All TECS students may enroll, fully participate, and have the opportunity to acquire all skills and knowledge required for full credit and highest grades in TECS classes without being charged fees. If at any time the TECS governing board, in collaboration with administration and financial consultants, determines a reasonable need to charge school fees, state law mandates that the governing board must develop, approve, publish and distribute to parents a detailed fee schedule and fee waiver policy, prior to charging or collecting any fees.

Costs for optional items available for purchase, such as yearbooks, school pictures, school lunches, etc., are not considered fees as they are not required for participation and do not affect a student's ability to participate fully in activities in the regular school day. Repair or replacement costs for lost or damaged school-provided supplies are not considered fees, thus TECS may require students to repair or replace supplies lost or damaged as a result of irresponsible or destructive behavior.

TECS may provide a list of suggested school supplies to parents, who may voluntarily furnish supplies for student use. State law requires that a school supplies list “includes and is preceded by the following notice: “NOTICE: THE ITEMS ON THIS LIST WILL BE USED DURING THE REGULAR SCHOOL DAY. THEY MAY BE BROUGHT FROM HOME ON A VOLUNTARY BASIS, OTHERWISE, THEY WILL BE FURNISHED BY THE SCHOOL.”

Additionally, TECS may apprise parents of the opportunity to voluntarily donate money or goods for field trips, class activities, Parent Organization activities, etc. The voluntary nature of donations should be clearly communicated. No TECS student will be excluded from any such activity based upon their inability to donate, and names of non-donors will not be released.

As required by the Utah State Office of Education, TECS will review and approve this policy annually and submit the Charter School Certification of Compliance form, with the current school fees policy

SCHOOL FEES POLICY (2 OF 2)

Policies and Procedures Manual

5000—Finances and Facilities

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5105		January 8, 2014	September 6, 2017

attached, to the USOE by October 31 of each year.

Reference Laws:

Utah Administrative Code R277-407

Utah Code 53G-7-5

Utah Constitution Article X Section 2

Salary Supplement for Highly Needed Educators (SHiNE)

Policy #_____

This policy establishes the framework for administering the Salary Supplement for Highly Needed Educators (SHiNE) program for Thomas Edison Charter Schools as per Utah Code 53F-2-504.

At the beginning of each school year, Thomas Edison Charter School Administration will identify at least two and up to five high-needs assignment areas related to teacher shortages, high-demand subject areas, and challenges related to student performance in conjunction with the salary supplement application period.

An “Eligible Teacher” means a teacher who:

1. has a qualifying assignment;
2. qualifies for the teacher’s assignment in accordance with TECS policy;
3. has not received a formal administrative directive for improvement (i.e. MOU); and
4. is a new employee or an employee who has not received an unsatisfactory rating (a 1-Needs Refinement or a 2-Approaching Expectations) for the teacher’s three most recent administrator-rated evaluations.

A “Qualifying Assignment” means an assignment to a high-needs area as defined by this policy.

The amount of the salary supplement provided under this program shall be determined by Thomas Edison Charter School Administration at the beginning of each school year based on available state funding allocated to this program and in accordance with the guidelines established by USBE. The supplement amount will be a percentage of the state allocated funds based on the number of eligible teachers and determined annually. An eligible full-time or part-time teacher who is partially assigned to an approved high-needs assignment area shall receive a partial salary supplement award based on the total percentage of the approved assignment and the employee’s FTE. The salary supplement award will be paid to eligible teachers once over the school year in the January payroll. If an eligible teacher terminates employment prior to the end of the school year or becomes ineligible due to assignment changes, licensure issues, or other reasons, the total award amount will be prorated based on the eligible days worked.

Procedures # ____a

Application Process

It is the responsibility of the employee to apply to be considered for the SHiNE salary supplement award. To apply, teachers will write a letter to their school principal stating their interest in receiving SHiNE funding and include the following details: name, date, assignment, licensure/endorsement qualifications, and the relevant portion of FTE if part-time. Application letters should be submitted to the school principal by September 20th of each school year that the applicant wishes to be considered for the SHiNE salary supplement award.

Award Process

No later than thirty days following the application deadline, applying teachers will be notified that they will or will not be receiving an award. Eligible teachers will be informed of the amount of the supplement by December 10th.

Appeal Process

In the event an application is denied, educators who believe their assignment is substantially equivalent to a qualifying area may submit an appeal for review. Appeals and supporting documentation, including qualifying licensure/endorsements and three most recent administrator-rated evaluations showing evidence of satisfactory performance must be submitted to TECS Governing Board by November 15th.

High-Need Subject Areas for 2025-26

The following instructional areas have been designated by Thomas Edison Charter Schools as high-need for the current school year.

- Secondary Mathematics
- Secondary Science
- Special Education

Thomas Edison Charter School Teacher Student Success Act (TSSA) Grant

Governing Board Approval September 3, 2025

Thomas Edison Charter School has felt the impact of fully-certified teacher shortages and limited numbers of potential employees seeking positions as classroom aides. Staffing our schools with highly-qualified teachers and capable classroom aides is a top concern. Retaining teachers and instructional aides plays a critical role in student achievement. In addition to increasing educator pay, we strive to support our teachers and staff through maintaining and updating technology and by providing teachers with assessment data analysis to better inform instruction and interventions to improve school performance and academic achievement.

Thomas Edison Charter School North and South campuses will utilize the full grant amount of \$386,618.82 to address the following needs:

- 40% of the total grant amount will go toward teacher raises. \$154,647.53 will be divided between the two schools, Edison North - \$61,859.01 and Edison South - \$92,788.52.
- 5% of the grant, \$19,330.94, will be applied toward personnel retention in the form of hourly pay increases to aides to make compensation more competitive. Edison North - \$7,732.38 and Edison South - \$11,598.56.
- If schools are able to un-restrict 35% of TSSA funding as previously allowed, TECS plans to do that.
- The remaining 20% of TSSA funds (\$77,323.76) may be applied as follows:
 - North technology expenditures – up to \$30,323.76 for technology purchases for replacement of teacher computers, monitors, and laptops; Microsoft licensing, IXL licenses and educational software not covered by other grants; and a new copy machine.
 - South technology expenditures – up to \$46,394.26 for technology purchases for replacement of teacher computers, monitors, and laptops; Microsoft licensing; IXL licenses and educational software not covered by other grants; and Follett software for Destiny.
 - Any remaining balance will go toward salary and benefits of the TECS Data Analyst. TECS employs a data analyst who analyzes periodic data that is reported to staff in an effort to help them understand trends and identify targeted areas for improved student success. The Data Analyst presents middle-of-year workshops for teachers that support them in identifying tiered intervention needs and potential groupings of students. These efforts assist teachers to deliver quality instruction and fill learning gaps to help students succeed.

Thomas Edison Charter School South
Principal's Report to the Governing Board
September 3, 2025
Melani Kirk, Principal

1. Strategic Outcome:

"The number of students on the wait list will be at least 107% of capacity, measured within one week after the lottery and two weeks after school begins."

Our student numbers have fluctuated over the years:

- 2019: October 1 count – 615
- 2020: October 1 count – 648
- 2021: October 1 count – 723
- 2022: October 1 count – 714
- 2023: October 1 count – 722
- 2024: October 1 count – 700

Our current student count is 693.

As always, we lost students over the summer due to families moving out of the valley. Specifically, eleven students left because they moved, ten left for homeschool, four left for social reasons, four because our curriculum was too challenging, and three left for a dual immersion program. One student left due to transportation difficulties, and one parent did not provide a reason. These are typical reasons why we lose families. Moves are beyond our control, while the other reasons represent the common challenges of being a school of choice.

Our biggest concern this year is the low kindergarten enrollment. While we have space for 90 students, only 68 are enrolled. Being down 22 kindergarten students not only impacts the budget, but also creates a gap that will carry forward for years to come.

We still have a few families exploring our program, but interest typically slows once school begins. Our student growth continues to come from families moving into the valley, along with new families who hear about us through word of mouth. We are currently 117 students away from full capacity (810).

- 2. Back to School Night:** This was well attended with 96.7% of our elementary students in attendance and 91.4% of our middle school students. Overall student attendance was an impressive 94%. Our Parent Organization was in full force with booths set up for parent helpers, donations, lunch orders and the clothing store. I greeted all parents at the door as I gave them back to school night information. Parents and students were very excited to return to school.

The school year is off to a fantastic start. Several elementary teachers have transitioned to new grade levels, and our new grade-level teams are strengthening the program. By sharing skills,

knowledge, and expertise across all grades, we are elevating our program to even higher levels of academic achievement and success.

- 3. Safety Update:** We are in the process of receiving quotes to meet the security film window requirements outlined in HB84. Two companies have visited both campuses to provide bids. HB84 mandates that all school entry doors be equipped with, at a minimum, Level 3 resistant security film. While there is ongoing discussion about extending this requirement to include exterior and interior windows, we are proactively obtaining bids for all windows so that we have accurate cost information available for future consideration and can decide how to best spend available safety funding.

Personnel Requests

I recently hired **Keiko Foote** as an additional special education aide in middle school. Keiko will be working the first two periods of the day as well as 7th period and homework time. Her hours are to be approximately 15 hours per week.

Vendor Requests

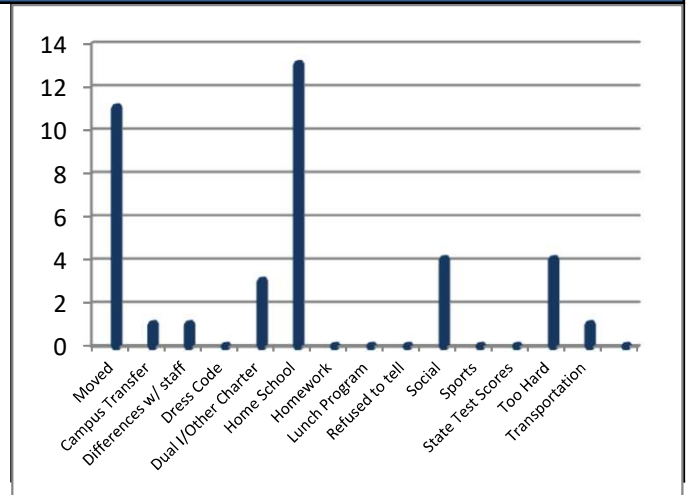
At this time, I have no new vendor requests.

Edison South Upcoming Events September 2025

September 4	School picture day from 8:00 am to 12:30 pm
September 8-12	Spirit Week
September 11	Constitution Assembly 5-8 grade
	Room parent meeting
September 12	Spirit shirt day
September 30	Flu Clinic from 12:00 to 3:00 pm

Enrollment Report									
Grade	Current Count	Current Spaces	Projected	Openings	Pref. Waiting	Reg. Waiting	2024-25	Growth	
K	68	90	90	22	0	0	85	-17	-20.0%
1	80	90	85	10	0	0	75	5	6.7%
2	66	90	85	24	0	0	81	-15	-18.5%
3	87	90	85	3	0	0	87	0	0.0%
4	85	90	90	5	0	0	70	15	21.4%
5	80	90	75	10	0	0	67	13	19.4%
6	65	90	70	25	0	1	82	-17	-20.7%
7	85	90	82	5	2	2	74	11	14.9%
8	77	90	71	13	1	2	75	2	2.7%
Total	693	810	733	117	3	5	696	-2.9	-0.4%

Withdrawal Reason Count													
REASON	K	1	2	3	4	5	6	7	8	9	Total	%	
Moved	0	1	5	0	2	0	1	1	1	0	11	28.9%	
Campus Transfer	0	0	1	0	0	0	0	0	0	0	1	2.6%	
Differences w/ staff	0	0	0	0	0	0	0	1	0	0	1	2.6%	
Dress Code	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Dual I/Other Charter	0	1	1	0	1	0	0	0	0	0	3	7.9%	
Home School	0	5	1	4	2	0	1	0	0	0	13	34.2%	
Homework	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Refused to tell	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Social	0	0	0	0	1	0	0	1	2	0	4	10.5%	
Sports	0	0	0	0	0	0	0	0	0	0	0	0.0%	
State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Too Hard	1	1	1	0	0	0	0	1	0	0	4	10.5%	
Transportation	0	1	0	0	0	0	0	0	0	0	1	2.6%	
											0	0.0%	
Total	1	9	9	4	6	0	2	4	3	0	38		



Number of Families	
2025-26	2024-25
	416

Part time students	
Elem	MS
0	0

9/3/2025 10:45

Years of Attendance									
Years	1	2	3	4	5	6	7	8	%
New	4%	5%	14%	7%	11%	5%	8%	12%	8%
One		5%	10%	6%	6%	11%	7%	8%	7%
Two			2%	15%	6%	9%	15%	9%	7%
Three				5%	6%	5%	6%	5%	3%
Four					1%	8%	7%	7%	3%
Five						6%	5%	5%	2%
Six							2%	3%	1%
Seven								0%	0%
ALL	96%	91%	74%	67%	68%	57%	49%	49%	69%

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Governing Board Principal Report for Edison North
September 3, 2025
Brad Larsen, Principals

1. **Strategic Outcome #6:** *The number of students on the wait list will be at least 107% of capacity measured within one week after the lottery and two weeks after school begins.*

Last year when school began, we had 491/504 student enrolled. This year, we currently have 453/504 students enrolled with 12 students on the waitlist which is 92% of capacity. Waitlisted students are primarily in 6th grade that is already over capacity. We are working with a few families who will be moving into the area and want to enroll their students as soon as they arrive. We are hopeful that families of K-2 students will continue to come and visit our school and decide to enroll their children. This is a concern and some measures are being taken to hopefully increase our numbers. This is something that we anticipate will take some time to bring back up because we want families that are philosophically aligned.

2. **Back-to-School Night:** We had a successful Back-to-School Night on August 18th. The custodial crew had the building sparkling, and teachers were excited to meet their new students. It was an open house style event so students and parents were able to cycle through classes in their own preferential timeframe. We had approximately 88% attendance.
3. **Student Council:** Colton Fairchild and Paula Scott are leading the Student Council this year. They met with the student council this summer to help them organize their plans for the school year. They created Student Council posters featuring dress code standards and they are posted all around the school. This is just one opportunity our student council members have to serve as student leaders in our school.

This year the Student Council is running the clothing store. The clothing store was open and operated during Middle School Jumpstarts and Back-to-School Night. They will also open the store for Parent Teacher Conferences.

The Student Council hosted welcome week August 25-29. The focus was on building community in the school. There were challenges like give high-fives, eat with someone new, make it nicer than when you found it. It was a great way to start the year.

4. **Art, L-TAG, Robotics, and Yearbook Team:** Each year middle school students have the opportunity to apply to participate in an after-school group. The Art Class is open to any middle school student who isn't enrolled in art during the school day. L-TAG, robotics, and the yearbook team require an application, and students get the experience of identifying their skills and writing an essay or short response.

5. Upcoming Events:

Sept. 9	Picture Day
Sept. 12	Constitution Day Assembly, 12:30
Sept. 4-Oct. 7	Ice skating begins, Tuesday and Thursdays
Sept. 9-Sept. 23	Parent Spalding Class, 5-7 pm, Edison South
Sept. 26	Fall Family Activity

Vendor Requests/Approvals

No requests this month.

Personnel Requests

Rachel Roos- We have hired Rachel as a 3rd grade aide to replace Abigail Johnson. Rachel is a parent in our program and has been an employee before. She worked for the school as an aide about a decade ago. We are excited to have her joining us!

Melany Clark- Melany was hired as a part time MS aide and lunchtime helper. She is a parent in our program and has a friendly and fun personality that will fit well with middle school students.

I have interviewed people for our final positions and hope to have final say by the end of the week. The positions are a 1:1 aide and a new yearbook person.

