



New Satellite School or Large Expansion Application (opening fall 2027)

Charter School Name:

Utah Charter Academies

Charter School Director:

Carolyn Sharette

The request is for: (select one)

<input checked="" type="checkbox"/> Satellite School Current grade levels served: K-12 Current max enrollment: 5,957 Current LEA location(s) (city and district): <u>Draper (Canyons/Jordan), West Valley (Granite), Salem (Nebo), Cedar City (Iron)</u> Requested grade levels for satellite school: K-6 Requested max enrollment for satellite school: 420 Requested location for satellite school: <u>Ephraim Crossing Development, Southwest Ephraim</u>	<input type="checkbox"/> Large Expansion Current grade levels served: _____ Current max enrollment: _____ Requested grade levels for large expansion: _____ Requested max enrollment for large expansion: _____
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I certify that this request is being made by the governing board and has been discussed in an open and public meeting.

Shomah Huth 10/23/2025
 Board ~~Chair~~ / Date
 Member

Carolyn Sharette 10/30/2025
 Director/ Date

Please select one response per requirement:

- Yes No 1. The charter school complies with the requirements of federal and state laws, regulations, and Board rule.
- Yes No 2. The charter school meets the academic and other standards and requirements of the charter school authorizer.
- Yes No 3. The charter school is in good standing with the SCSB.
- Yes No 4. The charter LEA, as a whole, qualifies as high performing under the SCSB's approved definition of high performing.
- Yes No 5. The school complies with all public school legal obligations.
- Yes No 6. The charter school has no outstanding corrective action that has not yet been resolved by the completion of a corrective action plan.
- Yes No 7. The charter school has a hiring plan in place to ensure there are adequate qualified administrators and staff to meet the needs of the proposed student population.

Required Attachments:

1. Provide a 1-page explanation of the justified need for the requested new satellite school or large expansion.
2. Provide a 1-page overview describing how the new satellite school or large expansion will provide educational services consistent with state law and Board rule.
3. Provide a 1-2 page plan for the new satellite school or large expansion to administer and have the capacity to carry out statewide assessments, including proctoring statewide assessments.
4. Provide a 1-3 page detailed description of the evidence-based instruction for special populations that will be provided to students as required by federal law.
5. Provide a 1-3 page market analysis. Per R277-550, a market analysis should be a qualitative and quantitative analysis of the educational market near a proposed charter school, including:
 - (a) the school's target demographics;
 - (b) population and development trends in the area;
 - (c) nearby competing public schools;
 - (d) the proposed school's forecasts, along with supporting data; and
 - (e) any risks, barriers, or regulations that may impact a proposed school's success.
6. Provide a 2-4 page response addressing if the charter school is operationally successful, taking into consideration at least two years of data for every school under the charter agreement. Per R277-552(6), a charter school is considered to be operationally successful if:
 - (i) For each of the schools under the charter agreement, the charter school meets the following criteria:
 - (A) for a school with 350 or fewer students enrolled in the school, at least a 120% debt coverage ratio* for each of the three years before the request for a satellite;
 - (B) for a school with between 351 and 499 students enrolled in the school, at least 115% debt coverage ratio* for each of the three years before the request for a satellite;
 - (C) for a school with between 500 and 750 students enrolled in the school, at least a 110% debt coverage ratio* for each of the three years before the request for a satellite; or
 - (D) for a school with more than 750 students enrolled in the school, at least a 105% debt coverage ratio* for each of the three years before the request for a satellite;
 - (ii) the charter school is financially viable, as evidenced by the charter school's financial records, including the charter school's:
 - (A) most recent annual financial report (AFR);
 - (B) annual program report (APR); and
 - (C) audited financial statements;
 - (iii) the charter school has maintained a net lease-adjusted debt burden ratio of under 25% for each of the last three years; and
 - (iv) the charter school's financial statements report revenues in excess of expenditures for at least three of the last four years;
 - (v) the charter school is meeting the terms of its charter agreement;
 - (vi) the charter school has maintained for each of the last three years:
 - (A) a re-enrollment rate of at least 80%;
 - (B) a waitlist of at least 40% of its annual enrollment; or
 - (C) there is a demonstrated demand for the proposed satellite or large expansion, taking into consideration the market analysis.

**For purposes of this section "debt coverage ratio" means: a debt coverage ratio calculated using (revenue - expenditures + interest cost + depreciation) divided by annual debt service; or if the charter school's facilities are leased and not owned, a debt coverage ratio calculated using (revenue - expenditures + facility lease payment + real property taxes + depreciation) divided by annual debt service.*



AMERICAN PREPARATORY
A C A D E M Y

American Preparatory Academy – Ephraim

New Satellite School Application

Submitted by Utah Charter Academies





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Justified Need for the Requested New Satellite School

American Preparatory Academy (APA) proposes establishing a new K-6 satellite campus in Ephraim, Utah, to address the escalating demand for high-quality, preparatory education amid rapid community growth and development. Ephraim, located in Sanpete County, is experiencing population expansion driven by economic and infrastructural advancements, which are straining existing educational resources and highlighting the need for additional school options.

Ephraim's population has grown steadily, from 5,611 in 2020 to an estimated 6,431 in 2025, reflecting a 14.37% increase (source: <https://worldpopulationreview.com/us-cities/utah/ephraim>). Sanpete County's overall population is estimated at 31,449 in 2025, with a growth rate of 1.9% annually (source: <https://worldpopulationreview.com/us-counties/utah/sanpete-county>). This growth is fueled by key developments, including the Ephraim Crossing master-planned community—a 300-acre project integrating residential, retail, healthcare, education, and recreational spaces to serve over 1,100 families upon completion (source: <https://ephraimcrossing.com/>). APA was approached by Mike Ballard of Camino Verde Group, the developer of Ephraim Crossing, to operate a school within this development, ensuring integrated educational facilities for incoming families. A 5-acre site has been set aside for a charter school to serve the community.

Major economic catalysts include Intermountain Healthcare's acquisition of land for a new hospital and medical campus, projected to create 200–300 jobs (source: <https://midutahradio.com/news/local-news/intermountain-healthcare-to-build-new-hospital-in-ephraim/>). Additionally, Soapcreek, a manufacturer of hair and skin care products, recently purchased 21 acres to build 330,000 square feet of manufacturing space, with the initial 100,000-square-foot phase employing over 150 local residents. The new Ephraim Utah Temple, announced in 2021 and under construction, is estimated to be completed in late 2025, along with Snow College's enrollment growth to 5,577 students in 2024 (a 1.29% increase), further accelerates residential and family influx (source: <https://churchofjesuschristtemples.org/ephraim-utah-temple/>; <https://snow.edu/news/snow-college-reports-3rd-week-enrollment-numbers.html>). Recent roadway improvements, such as the completion of Ephraim Crossing Parkway and upgrades to 400 West, enhance accessibility and support this expansion (source: <https://www.heraldextra.com/sanpete-county/news/2025/oct/15/roadway-improvements-advance-at-ephraim-crossing/>).

Local public schools, including Ephraim Elementary (serving approximately 527 students in grades PK-5) and Ephraim Middle (approximately 515 students in grades 6-8), are part of the South Sanpete School District (source: <https://www.usnews.com/education/k12/utah/ephraim-school-214405>).

The proposed campus will serve up to 420 students, providing a rigorous, college-preparatory curriculum focused on character development, academic excellence, and support for diverse learners. With no charter schools currently in Ephraim and statewide charter waitlists indicating unmet demand (e.g., multiple schools reporting waitlists for 2025-2026), this satellite addresses a critical gap, fostering educational choice and community vitality (source: <https://www.spectrumcharter.org/nsl-waitlist-application>; <https://renacademy.org/enrollment>).



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APA's Educational Services are Consistent with State Law and Board Rule

The APA Ephraim satellite will deliver educational services fully aligned with Utah state law (Title 53G) and USBE rules (R277-551 through R277-556), emphasizing academic excellence, equity, and compliance. Operating under APA's established charter agreement, the campus will serve K-6 students with a curriculum rooted in Utah Core Standards, incorporating evidence-based methods like Reading Mastery and the Spalding Method for literacy, Saxon Math, and character education programs that foster responsibility and respect.

Instructional delivery will include differentiated learning to meet diverse needs, with daily schedules featuring core subjects (ELA, math, science, history) plus specials (art, music, PE). Technology integration complies with R277-495, using secure platforms for personalized learning. Statewide assessments (RISE for grades 3-8, Utah Aspire Plus for grade 9-10) will be administered via proctored sessions, with training for staff per R277-404.

For special populations, services adhere to federal laws (IDEA, Section 504) and R277-750, offering IEPs, 504 plans, and ELL support through structured immersion. Equity is ensured via open enrollment (R277-437), with lotteries if needed, and no fees charged other than those allowed via State law (Title 53G Chapter 7 Part 5). Governance follows open meetings law (Title 52 Chapter 4), with the governing board overseeing management and operations performed by American Preparatory Schools, a Utah management company.

Financially, the satellite will maintain transparency with annual audits (R277-113), ensuring revenues exceed expenditures. Health and safety protocols align with R277-400, including suicide prevention training (Title 53G Chapter 9 Part 7) and child abuse reporting (Section 53G-9-207). This consistent framework has enabled APA's high-performing status, with re-enrollment rates ~80% and academic growth above state averages, ensuring the satellite upholds Board rules for quality public education.





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APA's Capacity to Administer and Proctor Statewide Assessments

APA Ephraim will implement our robust assessment plan compliant with Utah Code R277-404 and USBE guidelines, leveraging APA's system-wide expertise in administering statewide tests. Capacity building in Ephraim specifically begins in SY 2027-28 (planned opening date) with staff training, facility preparation, and technology upgrades, ensuring seamless execution.

Administration Structure: Our dedicated Assessment Coordinator will oversee all testing, reporting to the site Director and APA's Assistant Superintendent - Data Analysis. The Coordinator will collaborate with USBE's assessment team for updates on RISE (grades 3-8 ELA, math, science), Utah Aspire Plus (grade 9-10), and accommodations for special populations.

Capacity and Resources: The campus will allocate secure testing devices (1:1 ratio), high-speed internet, and lockdown browsers per USBE specs. Budget is sufficient for device allocation and proctor training. Staffing: 1-2 proctors per classroom (teachers/aides) trained via USBE modules, with backups for absences.

Proctoring Procedures: Tests occur during USBE windows (e.g., April-May for RISE). Proctors receive annual ethics training (R277-404), ensuring secure environments (locked rooms, monitored devices). Students with IEPs/ELPs get accommodations (e.g., extended time, read-aloud) via pre-approved plans. Practice sessions use USBE portals to familiarize students.

Data Management and Reporting: Results are securely uploaded to USBE systems, analyzed for school improvement. APA's data dashboard tracks growth, with annual reports to the board. Compliance monitoring may include mock audits and USBE site visits.

This plan builds on APA's track record of student test participation and above-average scores (see table below), ensuring the satellite maintains high standards while building assessment capacity through phased enrollment growth.

2025 End of Year - 3rd Grade Students Meeting ROGL (LEA)								
State Rank	LEA Type	LEA Name	3rd G. Enroll.	Econ. Disadv.	ELL %	SPED %	2024 Meeting ROGL	2025 Meeting ROGL
1	Charter	Bear River Charter School	22	26.5%	3.7%	15.4%	61.1%	85.0%
2	Charter	Jefferson Academy	75	13.5%	0.0%	14.1%	85.2%	80.6%
3	Charter	Odyssey Charter School	65	17.9%	4.5%	6.9%	67.2%	74.2%
4	Charter	American Preparatory Academy	459	33.2%	26.9%	9.5%	71.7%	72.8%
5	Charter	Thomas Edison	145	24.6%	7.7%	18.6%	72.7%	71.9%
6	Charter	Beehive Science & Technology	69	22.2%	11.3%	9.0%	62.3%	71.7%



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Evidence-based Instruction for Special Populations

APA Ephraim will provide evidence-based instruction for special populations in full compliance with federal laws (IDEA, Section 504, Title III) and Utah rules (R277-750, R277-753), drawing from APA's successful model across campuses where special education students achieve growth rates 10-15% above district averages¹. APA's designation as a Gap-busting school in the CREDO National Charter School Study III² highlights its effectiveness in closing achievement gaps for underserved students, including those with disabilities and English learners.

Special Education (IDEA): Our model utilizes an Multi-Tiered System of Support (MTSS) approach so students, including those with disabilities, receive direct instruction delivered explicitly in Tier 1. Tier 2 encompasses any additional instruction, accommodations, or support that some students may need to appropriately access and make progress in the curriculum. This includes small-group targeted support (e.g., phonics remediation, reteaching concepts, co-teaching, skills focused instruction). Tier 3 instruction is provided to students requiring more intensive assistance (e.g., one-on-one instruction, modified curriculum or modified assignments). APA's special education program also ensures students have access to services such as occupational therapy and speech language instruction as outlined in the student's IEP. APA employs Special Education Teachers, Special Education Paraeducators, and contracts with other providers to ensure students receive necessary services in the least restrictive environment.

Section 504 Accommodations: Students with health impairments receive plans for modifications (e.g., extended time, preferential seating), supported by a 504 Coordinator. Evidence-based strategies are utilized to ensure students who have a 504 receive the support or accommodations necessary to access and make progress in the curriculum.

English Language Learners (Title III): Approximately 20% of our students are English Language Learners (ELLs), and we support them through structured English immersion (SEI), research-based methods proven effective in accelerating language acquisition. We utilize direct instruction and curricula designed specifically for English language development, embedding language growth into all aspects of instruction. In Tier II, students are grouped by achievement level to ensure that instruction targets their current proficiency, with strategies such as integration of academic content, language development and vocabulary development resources into content learning. For students with higher-level needs, Tier III services include targeted pull-out groups using the *Direct Instruction Spoken English* curriculum, which provides systematic, explicit teaching of English. Placement, progress monitoring, and exit criteria follow WIDA and USBE standards, with post-reclassification monitoring for two years to ensure sustained success. APA's ELL students outperform the State average on proficiency and on "making adequate progress"³.

¹<https://reportcard.schools.utah.gov/District/Growth/?StateID=99&DistrictID=110573&SchoolLevel=HS&schoolyear=2024>

² <https://ncss3.stanford.edu/wp-content/uploads/2023/06/Credo-NCSS3-Report.pdf>

³<https://reportcard.schools.utah.gov/District/EnglishLearnerProgress/?StateID=99&DistrictID=110573&SchoolLevel=K8&schoolyear=2024>



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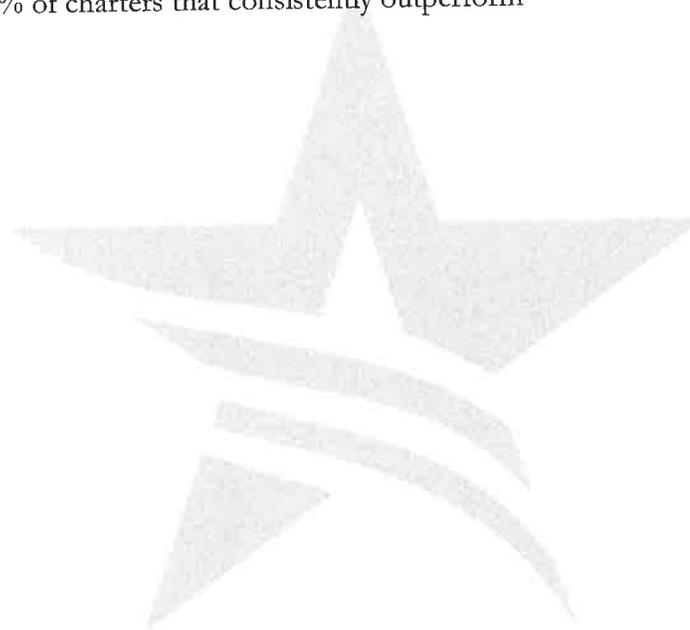
Gifted and Talented: Advanced learners may access accelerated tracks of instruction.

All services are delivered by qualified staff (e.g., licensed teachers, highly qualified assistant teachers, ESL-endorsed educators), with professional development via licensure program trainings, USBE trainings, supplemented by trainings from the management company.

As mentioned above, American Preparatory Academy (APA) has been recognized as a Gap-busting school in the CREDO National Charter School Study III (2023), a designation that underscores its effectiveness in narrowing achievement gaps for underserved students, including those from low-income backgrounds, racial/ethnic minorities, English learners, and students with disabilities. This recognition is based on APA's strong performance in promoting academic growth that exceeds expectations for similar student populations, as analyzed in the study's comprehensive review of charter schools nationwide.

Key Insights from the CREDO Study:

- **Gap-Busting Definition and Criteria:** The study identifies Gap-busting schools as those that demonstrate positive growth for underserved subgroups (e.g., Black, Hispanic, low-income, special education, and English learners) relative to their local traditional public school counterparts. APA is highlighted for its ability to close gaps, particularly in math and reading, through rigorous instructional practices.
- **APA's Specific Performance:** In the report's detailed breakdowns (pages 36-38, 43-45), APA is noted among high-performing charters in Utah, showing effect sizes of +0.10 to +0.20 standard deviations in student growth for special populations—indicating months of additional learning compared to peers. This aligns with APA's evidence-based approaches, such as structured immersion for ELLs and MTSS for special education.
- **Broader Context:** The CREDO study analyzed over 2 million charter students across 31 states from 2014-15 to 2018-19, using a virtual control record method to compare outcomes. Gap-busting schools like APA represent about 20% of charters that consistently outperform expectations for disadvantaged groups.





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Appendix

Appendix A. Average Annual Academic Growth of CMOs and Networks, Reading and Math

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
A+ Charter Schools, Inc.	0.063	**		0.040		
Academics Plus	0.040			0.025		
Academy of Academic Excellence	0.347	**		0.485	**	
Academy of Mathematics and Science, Inc.	0.055	*		0.085	**	✓
Academy of Tucson	0.059	**	✓	0.052		
ACCEL Schools	0.006			0.014		
Accelerated Intermediate Academy	0.129	**		0.205	**	
Accelerated School, The	0.062		✓	0.011		
ACE public charter schools	0.001		✓	0.102	**	✓
Azero schools	0.025			0.031		
Achievement First NY	0.114	**	✓	0.253	**	✓
Achievement First RI	0.169		✓	0.276		✓
Albert Einstein Academies	0.101	**		0.056		
Algiers Charter School Assoc.	0.145	**		0.053	*	
Alliance for College-Ready Public Schools	0.185	**	✓	0.167	**	✓
Alpha Public Schools	0.055	**	✓	0.108	**	✓
Alta Public Schools	0.181	**		0.178	**	
Altus Institute Network of Charter Schools	0.044			0.012		
America CANI	0.209	**		0.036		✓
American Indian Public Charter School	0.174	**	✓	0.189	**	✓
American Leadership Academy Inc.	0.030			0.001		
American Preparatory schools	0.040	**	✓	0.060	**	✓
Promise Schools	0.011			0.049		
American Quality Schools	0.011		✓	0.049		





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Market Analysis

(a) The School's Target Demographics

The target demographics for the proposed APA Ephraim campus include families with K-6 students in Ephraim and surrounding Sanpete County areas, emphasizing young families attracted by economic growth and affordable housing. Ephraim's population is predominantly White (90.9%), with small percentages of other groups, and a median household income of \$71,661 (source: <https://www.census.gov/quickfacts/fact/table/ephraincityutah/COM100223>; <https://datausa.io/profile/geo/ephrain-ut>). The median age is 21.8 due to Snow College's influence, but family households comprise a significant portion. School-aged children (ages 5–17) represent approximately 20% of the population, or over 1,200 individuals in Ephraim alone, based on 2023 estimates (source: <https://datausa.io/profile/geo/ephrain-ut>).

(b) Population and Development Trends in the Area

Ephraim and Sanpete County are undergoing growth. Ephraim's population rose to an estimated 6,431 in 2025, with Sanpete County at an estimated 31,449 in 2025 (source: <https://worldpopulationreview.com/us-cities/utah/ephrain>; <https://worldpopulationreview.com/us-counties/utah/sanpete-county>). Statewide projections forecast Utah adding over 500,000 residents by 2033, with rural areas like Sanpete benefiting from migration trends (source: <https://gardner.utah.edu/news/utah-is-projected-to-add-over-500000-new-residents-in-the-next-10-years/>). Key drivers include Ephraim Crossing, a 300-acre development promoting walkable communities with housing for over 1,100 families, alongside retail and recreation (source: <https://ephraincrossing.com/>). Intermountain Healthcare's new hospital will add 200–300 jobs, Soapcreek's expansion over 150 jobs, and the Ephraim Utah Temple will boost tourism and residency (source: <https://midutahradio.com/news/local-news/intermountain-healthcare-to-build-new-hospital-in-ephrain/>; <https://churchofjesuschristtemples.org/ephrain-utah-temple/>). Snow College's enrollment grew 1.29% to 5,577 in 2024, enhancing the area's appeal as a college town (source: <https://snow.edu/news/snow-college-reports-3rd-week-enrollment-numbers.html>). Roadway upgrades, like Ephraim Crossing Parkway, support this influx (source: <https://www.heraldextra.com/sanpete-county/news/2025/oct/15/roadway-improvements-advance-at-ephrain-crossing/>).

(c) Nearby Competing Public Schools

Competing schools include Ephraim Elementary (PK-5, ~527 students) and Ephraim Middle (6-8, ~515 students) in the South Sanpete District (source: <https://www.usnews.com/education/k12/utah/ephrain-school-214405>). No charter schools operate in Ephraim.

APA differentiates via rigorous curriculum, outperforming South Sanpete District on RISE (tied for Science):



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District	ELA	MATH	SCIENCE
American Prep	50%	53%	56%
South Sanpete	49%	45%	56%

It's expected that APA will outperform the local public schools on standardized assessments:

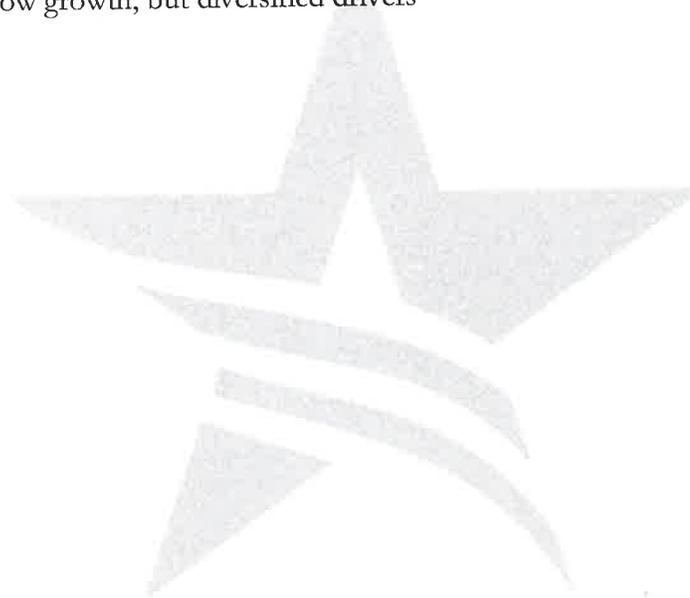
School	ELA Achievement (2023-2024)	Math Achievement (2023-2024)	Science Achievement (2023-2024)
American Prep - Salem	54%	57%	62%
Ephraim School	48%	56%	57%
Ephraim Middle	53%	43%	59%

(d) The Proposed School's Forecasts, Along with Supporting Data

APA forecasts enrolling 420 students (60 per grade K-6) by full capacity. Supporting data includes statewide charter waitlists, with many schools oversubscribed (source: <https://www.spectrumcharter.org/nsl-waitlist-application>; <https://renacademy.org/enrollment>). Projections assume 70% from Ephraim, 30% from nearby areas, aligned with Ephraim Crossing's family influx.

(e) Any Risks, Barriers, or Regulations That May Impact a Proposed School's Success

Risks include competition from established district schools and enrollment variability in rural areas. Barriers involve securing facilities within Ephraim Crossing and navigating construction. Regulations under R277-550 require compliance with charter standards, mitigated by APA's proven track record and developer partnership. Economic downturns could slow growth, but diversified drivers (healthcare, manufacturing, education) reduce this risk.





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American Prep's Operational Success

APA is operationally successful per R277-552(6).

- i. American Prep has maintained at least a 105% debt coverage ratio for each of the three years before the request for a satellite:

American Prep Debt Service Coverage Ratio Previous 3 Years:

FY2022	FY2023	FY2024
1.96	1.69	1.54

- ii. The school is financially viable, as evidenced by the most recent annual financial report (AFR), annual program report (APR), and audited financial statements, which are all attached.

- iii. American Prep has maintained a net lease-adjusted debt burden ratio of under 25% for each of the last three years:

American Prep Debt Burden Ratio Previous 3 Years:

FY2022	FY2023	FY2024
14.4%	13.3%	11.6%

- iv. American Prep's audited financial statements report revenues exceeding expenditures for the last three years:

American Prep Annual Net Income

FY2022	FY2023	FY2024
\$4,821,014	\$8,513,592	\$10,409,117

- v. American Prep is meeting the terms of its charter agreement.
- vi. American Prep has maintained for each of the last three years a re-enrollment rate of at least 80%:

American Prep Reenrollment Rates:

SY2023	SY2024	SY2025
80%	81%	82%

October 24, 2025



Board of Directors
American Preparatory Academy
12894 S Pony Express Rd
Draper, UT 84020

Dear Board Members,

As the developer of Ephraim Crossing through Camino Verde Group, I am writing to offer our strong endorsement for the proposed American Preparatory Academy campus in our community.

Ephraim, located in Sanpete County, Utah, is experiencing significant population growth, with recent estimates showing an annual increase of more than 2.5% and a rise of more than 14% since the 2020 census. The city's population is projected to continue rising as families, professionals, and retirees are drawn by its rural charm, proximity to natural attractions like the Manti-La Sal National Forest, and expanding opportunities in education, healthcare, and business development.

Our 300-acre Ephraim Crossing project is being designed to support this momentum by creating a walkable, forward-thinking community that blends rural affordability with modern convenience. When fully built out, Ephraim Crossing will include more than 1,180 residential units, ranging from single-family homes and cottage homes to townhomes and apartments—providing housing for an estimated 3,000 to 3,500 new residents.

This growth underscores the urgent need for expanded educational opportunities. Sanpete County currently has more than 6,000 K–12 students, but few options beyond traditional district schools. Families throughout the region—from Ephraim, Manti, and Mount Pleasant to Moroni and Gunnison—are actively seeking more diverse educational choices.

The establishment of American Preparatory Academy within Ephraim Crossing would directly benefit hundreds of families, offering a rigorous academic program rooted in excellence, leadership, and character development. Its presence would provide a high-quality educational alternative for the area's rapidly growing population, serve as a community anchor within Ephraim Crossing, and strengthen the overall social and economic vitality of Sanpete County.

We see this school as a vital addition that will enhance community vitality and support long-term growth. We are committed to working closely with your team to integrate the academy seamlessly into Ephraim Crossing.

Thank you for considering this opportunity. We anticipate a fruitful collaboration.

Sincerely,

A handwritten signature in black ink that reads 'D. Michael Ballard'. The signature is fluid and cursive, with a large initial 'D'.

D. Michael Ballard, Managing Member