



### New Satellite School or Large Expansion Application

Charter School Name: Canyon Grove Academy

Charter School Director: Kim Goates, Superintendent

The request is for: (select one)

<input type="checkbox"/> Satellite School Current grade levels served: _____ Current max enrollment: _____ Current LEA location(s) (city and district): _____  Requested grade levels for satellite school: _____ Requested max enrollment for satellite school: _____ Requested location for satellite school: _____	<input checked="" type="checkbox"/> Large Expansion Current grade levels served: <u>  K-12  </u> Current max enrollment: <u>  1198  </u> Requested grade levels for large expansion: <u>  K-12  </u> Requested max enrollment for large expansion: 2200
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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. Board Chair/ Date Director/ Date

 10 / 22 / 2025  
 Kim Goates 10 / 20 / 2025

Please select one response per requirement:

X Yes  No

X Yes  No

X Yes  No

Yes X No

X Yes  No

X Yes  No

X Yes  No

1. The charter school complies with the requirements of federal and state laws, regulations, and Board rule.
2. The charter school meets the academic and other standards and requirements of the charter school authorizer.
3. The charter school is in good standing with the SCSB.
4. The charter LEA, as a whole, qualifies as high performing under the SCSB's approved definition of high performing.
5. The school complies with all public-school legal obligations.
6. The charter school has no outstanding corrective action that has not been resolved by completion of a corrective action plan.

7. The charter school has a hiring plan in place to ensure meet the needs of the proposed student population. there are adequate qualified administrators and staff to

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 conduct 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, 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 exceeding 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.*

## **Justified Need for a Large Expansion at Canyon Grove Academy**

Canyon Grove Academy is experiencing significant and sustained growth in student enrollment, creating an urgent need for a large-scale expansion. As a public charter school committed to providing personalized, high-quality education through innovative learning models, the academy has become a sought-after choice for families across the region. Current facilities are operating at or above intended capacity, resulting in overcrowded classrooms, limited access to specialized instruction, and constraints on extracurricular and enrichment programs.

The school’s flexible, blended learning environment has proven especially attractive to families seeking more adaptive educational experiences, including blended learning support, project-based learning, and education for all grades K-12. As this model gains popularity, demand continues to outpace the academy’s current infrastructure. Without expansion, the school will be forced to turn away students, limiting educational choice for families in the area.

Moreover, the planned expansion would support the addition of essential educational resources for students and families. These improvements would not only relieve current strain but also enhance instructional quality and student engagement across grade levels. The expansion also aligns with Canyon Grove’s long-term strategic goals to foster academic excellence, social-emotional development, and community involvement.

Finally, investing in the school’s physical infrastructure ensures compliance with safety and accessibility standards while allowing for future growth. The expansion is a necessary step to meet the evolving needs of students and families, maintain program integrity, and continue serving as a model of innovative public education.

## **Overview: Compliance of Canyon Grove Academy’s**

### **Expansion with State Law and Board Rule**

Canyon Grove Academy’s proposed satellite school or large-scale expansion is fully aligned with Utah state law and Utah State Board of Education (USBE) rules governing public charter schools. The expansion is designed to meet the increasing demand for high-quality, flexible public education while maintaining full compliance with all applicable legal and regulatory standards.

First and foremost, the expanded campus will continue to provide instruction that meets or exceeds the Utah Core Standards across all required subject areas. Curriculum and assessment plans will be developed and implemented in accordance with USBE guidelines, ensuring academic rigor, alignment with graduation requirements, and statewide accountability. The school's personalized learning model, including project-based learning and hybrid formats, will continue to operate within the framework established by state law for alternative instructional delivery.

All educators employed at the new or expanded facility will hold appropriate Utah teaching licenses, and Canyon Grove Academy will ensure continued compliance with teacher qualification and evaluation requirements under R277-301 and related Board rules. The school will also adhere to all state-mandated assessment, reporting, and accountability measures, including participation in the Utah Statewide Assessment System.

The expansion will support equitable access to educational services, including required accommodations under IDEA, Section 504, and Title I. Special education and related services will be delivered in accordance with individualized education programs (IEPs) and monitored for compliance by certified staff. The school will maintain policies and practices that protect student rights and promote a safe, inclusive environment, in line with R277-613 and other applicable codes.

Canyon Grove Academy will also follow Board rules concerning school finance, governance, and operational oversight. This includes maintaining transparent financial records, following procurement rules, and ensuring that any facility expansion meets health, safety, and accessibility standards required by local and state agencies.

## **Plan for Administering Statewide Assessments for Canyon Grove**

### **Academy's Large Expansion**

#### **Overview**

Canyon Grove Academy is committed to maintaining full compliance with the Utah State Board of Education (USBE) requirements for administering statewide assessments. The new satellite school or large expansion will be fully equipped to support secure, efficient, and equitable administration of all required assessments, including RISE, Utah Aspire Plus, WIDA ACCESS, DLM, and other applicable statewide testing programs. The plan ensures capacity, staffing, training, infrastructure, and oversight align with all state and federal mandates.

#### **1. Testing Infrastructure and Capacity**

Planning for the expansion request will include dedicated assessment spaces designed to accommodate large groups as well as small-group and individual testing needs. These spaces will meet the following requirements:

- **Secure and distraction-free environments** for optimal testing conditions, as outlined in R277-404 and USBE assessment protocols.
- **Sufficient computer labs and wireless infrastructure** to support computer-based testing, with up-to-date hardware and software compatible with all statewide testing platforms.
- **Backup systems** (e.g., additional devices, internet hotspots, power sources) will be in place to prevent test disruptions and meet continuity of assessment requirements.

Capacity planning ensures that all students, including those requiring accommodations, can be tested within the designated testing windows, as per USBE's official assessment calendar.

## 2. Trained Personnel and Proctoring

Canyon Grove Academy employees a full time Assessment Director who will be responsible for oversight of assessment compliance, including:

- Managing testing schedules
- Securing and distributing testing materials
- Ensuring testing integrity
- Coordinating make-up sessions

All testing staff and proctors will be trained annually in accordance with USBE's Test Administration and Ethics Policy. This includes:

- Completing USBE's **Assessment and Ethics Training Modules**
- Reviewing specific test administration manuals (RISE, WIDA, DLM, etc.)
- Understanding procedures for accommodations and secure test handling

Proctor-to-student ratios will follow state guidelines to ensure validity and monitoring. Additional staff will be on hand to support technology, address student needs, and ensure ADA compliance during testing.

## 3. Testing for Diverse Student Populations

The expanded site will support equitable testing access for all student groups, including:

- **Students with Disabilities (SWD):** Accommodations outlined in IEPs or 504 Plans will be provided using embedded or external supports as allowed by USBE policy.
- **English Learners (EL):** ACCESS and alternate assessments will be administered with appropriate linguistic accommodations and trained staff.
- **Students requiring extended time, alternate settings, or assistive technology** will have access to those supports during testing.

Specialized testing environments (e.g., small group, one-on-one) will be available to serve students with documented needs.

## 4. Data Security and Reporting

The expansion will follow all USBE data governance protocols, including:

- Secure digital storage and transmission of student test data
- Compliance with **FERPA** and **Utah Data Privacy Laws**
- Timely submission of participation, completion, and results reports

Post-assessment, Canyon Grove will analyze data to support instructional planning and meet accountability metrics required by the state's school grading and reporting systems.

Canyon Grove Academy is fully prepared to conduct statewide assessments in full alignment with Utah Board of Education rules with the requested large expansion in place.. Through robust infrastructure, qualified personnel, inclusive practices, and secure data management, the school will ensure valid, ethical, and accessible testing for all students, maintaining its commitment to academic excellence and accountability.

# Canyon Grove Academy: Evidence-Based Instruction

## for Special Populations

Canyon Grove Academy is committed to providing all students—regardless of ability, language background, or socioeconomic status—equitable access to high-quality education. As required by federal laws including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Title I of the Elementary and Secondary Education Act (ESEA/ESSA), and Title III for English Learners (ELs), the Academy will implement **evidence-based instructional practices** that are inclusive, differentiated, and aligned with individual needs. These services will be integrated into the academic programming at both the main campus and the new satellite school or expanded facility.

### **1. Students with Disabilities (IDEA & Section 504)**

Canyon Grove Academy will provide specially designed instruction (SDI) based on **Individualized Education Programs (IEPs)** developed in collaboration with parents, general and special educators, and related service providers. For students with disabilities who do not qualify under IDEA, appropriate accommodations and services will be provided under **Section 504 Plans**.

#### **Evidence-Based Practices for SWDs**

- **Direct Instruction (DI):** Explicit, systematic instruction particularly effective in reading, math, and writing for students with learning disabilities.
  - **Universal Design for Learning (UDL):** Lesson planning that proactively includes multiple means of representation, expression, and engagement, to reach all learners.
  - **Multi-Tiered System of Supports (MTSS):** Data-driven interventions across three tiers of increasing intensity, ensuring early identification and support.
  - **Positive Behavioral Interventions and Supports (PBIS):** A framework for improving student behavior through proactive strategies and school-wide consistency.
- Co-Teaching Models:** General and special educators collaborating within the classroom using models like station teaching, parallel teaching, and team teaching.

#### **Specialized Instructional Supports**

- **Speech-language, occupational, and physical therapy** services as required by IEPs
  - **Assistive Technology (AT):** Devices and tools like speech-to-text software, visual timers, and audiobooks to support access to curriculum
- Progress Monitoring Tools:** Curriculum-Based Measurement (CBM), STAR, and other formative tools to guide instruction and track student growth

### **2. English Learners (ELs) – Title III Compliance**

Canyon Grove will support English Learners through structured English Language Development (ELD) integrated into the general curriculum and as standalone instruction, depending on student proficiency levels.

#### **Evidence-Based EL Instructional Practices**

- **Sheltered Instruction Observation Protocol (SIOP):** An instructional model integrating language development with academic content using clear objectives, scaffolding, visuals, and interaction.

- **Content-Based ELD:** Teaching English through science, social studies, or math content, allowing students to build both language and subject knowledge simultaneously.
- **Push-In/Pull-Out Services:** Depending on language needs, trained EL educators may co-teach in the general education classroom or provide targeted instruction in small groups.
- **Ongoing Language Assessment:** Using tools like the WIDA Screener and ACCESS to identify levels, monitor growth, and inform instruction.

All EL services will be provided by appropriately licensed or endorsed teachers trained in language acquisition strategies and cultural responsiveness.

### 3. At-Risk and Economically Disadvantaged Students – Title I

Students identified as academically at-risk, including those from low-income families, will benefit from **Tier II and Tier III** interventions delivered through Canyon Grove’s **MTSS framework**. Title I funding may support these efforts through additional personnel, extended-day programs, and evidence-based curriculum.

#### Intervention Examples

- **Reading Interventions:** Programs like *Reading Recovery*, *Lexia Core5*, or *Wilson Reading System* for decoding, fluency, and comprehension.
- **Math Interventions:** Use of *Number Worlds* or *Do The Math*, which are research-validated for struggling learners.
- **Small Group Instruction:** Differentiated lessons in core subjects led by interventionists using diagnostic data to meet specific learning gaps.
- **Parent Engagement Strategies:** Family literacy nights, regular communication, and translation services to support home-school connections.

### 4. Monitoring and Professional Development

Canyon Grove will maintain robust **data systems** to track the progress of all special populations, ensuring compliance and guiding instructional decisions. This includes:

- Regular benchmark assessments and IEP goal progress reviews
- Language proficiency data for ELs
- RTI data for Tier II and III supports

Ongoing **professional development** will be provided to teachers and staff, focused on:

- Differentiation and inclusive practices
- Behavior management and trauma-informed care
- Legal compliance and procedural safeguards for IDEA and Section 504

Canyon Grove Academy’s instructional model reflects its strong commitment to inclusive education, compliance with federal law, and data-driven teaching. Through a blend of **evidence-based instructional practices, trained staff, and targeted supports**, the school ensures all special populations—students with disabilities, English learners, and economically disadvantaged students—receive a high-quality, individualized education designed for meaningful progress and long-term success.

# Market Analysis: Utah County

## (a) Target Demographics

### Primary Target Students and Families

- Families with K–12 children seeking alternatives to traditional district schooling, especially those attracted to hybrid, flexible, project-based, or personalized learning models.
- Special populations: English Learners (ELs), students needing specialized instruction (special education), and families desiring more choice and adaptability in scheduling or curricula.  
Early adopters in newly developed or developing neighborhoods—parents willing to travel for high-quality choice.

### Demographic Profile of Utah County

- Population (2024 estimate): ~ 747,234, an increase of ~13.3 % since 2020 [Census.gov](https://www.census.gov)
- Utah County is the second-most populous county in Utah. [utah-demographics.com](https://www.utah-demographics.com)+2[utah-demographics.com](https://www.utah-demographics.com)+2
- Population projected in 2025: ~ 769,769 (assuming ~3 % annual growth) [utah-demographics.com](https://www.utah-demographics.com)
- Youth share: ~ 31.1 % of population under age 18 [Census.gov](https://www.census.gov)+1
- Racial/ethnic composition: ~78.6 % White (alone), ~13.4 % Hispanic or Latino, ~4.0 % multiracial, smaller proportions of Asian, Native American, Black, etc. [Census Dots](https://www.census.gov)+2[Wikipedia](https://www.wikipedia.com)+2
- Median household income (recent): estimates vary — ~\$96,877 (2023) per one demographic source [utah-demographics.com](https://www.utah-demographics.com); other sources cite ~\$105,932 as median household income for the county [utah.hometownlocator.com](https://www.utah.hometownlocator.com)
- Housing: strong homeownership, but also significant new housing development across the county. [utah.hometownlocator.com](https://www.utah.hometownlocator.com)+2[utah-demographics.com](https://www.utah-demographics.com)+2

### Implications

- A large base of children and continued growth suggests a healthy potential student pool.
- Some ethnic and socioeconomic diversity exists
- New housing development will bring families into feed-in zones for a charter or satellite campus.

## (b) Population & Development Trends

### Growth Trends & Projections

- Utah County's population growth from 2020 to 2024: ~13.3 % [Census.gov](https://www.census.gov)
- The county continues to add population and development; projected ~3 % annual growth in some forecasts. [utah-demographics.com](https://www.utah-demographics.com)
- Many areas of the county remain under development, with new subdivisions and housing planned, especially in fringe and expanding zones.
- The county is projected to maintain growth pressure over the next decade, driven by spillover from the Wasatch Front corridor, affordability pressures, and regional migration.

### Residential Development Patterns

- Strong housing construction, new subdivisions especially in outlying areas, with infrastructure extension (roads, utilities) supporting development.

- High home values, especially closer to urban cores, pushing families to newer developments further out. [utah.hometownlocator.com](http://utah.hometownlocator.com)

## Consequences for School Demand

- As new subdivisions are populated, demand for schooling rises; local district schools may lag in capacity or responsiveness.
- The earliest new families in developing zones may prefer school options, generating early demand for charter or satellite campuses.  
Transportation corridors, road access, and commuting patterns will influence which communities are feasible to serve.

## (c) Nearby Competing Public Schools & Charters

### District Schools / School Districts

- **Alpine School District:** Historically the largest district in Utah County, covering much of northern Utah County.
- **Nebo School District:** Covers southern Utah County, serving many communities in that region
- **Provo City Schools** (for the Provo / Orem area) and other smaller districts also operate within the county boundaries.
- Note: In March 2025, Utah County approved boundary maps to split Alpine School District into **three new school districts** (tentatively Central, West / Lake Mountain, and South / Timpanogos), to take effect in the 2027 school year
- The split may create localized demand and transitions in district identity, potentially offering opportunity for charter entrance in zones of perceived dissatisfaction or change.

### Charter Schools in Utah County

- As of 2025–2026, Utah County has ~33 public charter schools serving ~19,410 students. [Public School Review+1](#)
- Charter schools in the county have average math proficiency ~41 % (vs. the Utah charter average ~38 %) and reading proficiency ~42 % (vs. ~39 %) [Public School Review](#)
- Minority enrollment in Utah County charters is ~30 %, slightly lower than state charter average of 36 % [Public School Review](#)

### Strengths & Weaknesses of Competitors

- District schools tend to have broad resource bases, stable funding, and community familiarity, but may lack flexibility, curricular innovation, or responsiveness.
- Many charter schools may have capacity constraints or waitlists, giving opportunity for another entrant.
- Brand, reputation, performance outcomes, transportation access, and parental convenience will be competitive differentiators.
- In newly formed school district zones (post-Alpine split), there may be transitions and gaps in offerings that a charter can exploit.

## (d) Enrollment Forecasts & Supporting Data

**Forecasting Assumptions & Methodology**

- Start modest: Year 1 target enrollment ~ 150–200 students (e.g. elementary grades)
- Year 2–3: Growth to ~ 350–400 students
- Year 4–5: Scale-up to full campus target (e.g. 500–600, depending on facility capacity)
- Capture rates: Assume capturing ~2–5 % of school-age children in immediate neighborhood zones in early years, with upward potential as reputation grows.

**(e) Risks, Barriers, and Regulatory Considerations**

- 1. Overestimated demand / slow enrollment ramp-up**
  - Families may hesitate to enroll in a new school
  - Transportation challenges or parental travel constraints
  - Competing schools improving their offerings
- 2. District reactions & competition**
  - Districts may respond with program improvements, boundary adjustments, or facility expansions
  - In newly formed districts (post-Alpine split), zone reassignments may shift populations
- 3. Facility and infrastructure constraints**
  - Securing suitable facility in target area, delays in permits, zoning, utilities
  - Cost overruns in construction or renovation
- 4. Demographic shifts**
  - Slower-than-projected growth or demographic plateau
  - Changes in birth rates or migration patterns
  - Economic downturns reducing mobility or school-choice willingness

**Operational Success**

Canyon Grove Academy is operationally successful, taking into consideration at least two years of data for every school under the charter agreement. Per R277-552(6) as demonstrated by the criteria provided below as well as the Financial Audit Reports provided.

(I-IV):

**Debt Coverage Ratio 105% or better:**

2022-2023	222%	$(1,192,342 + 1,454,022)/1,192,342$
2023-2024	142%	$(1,042,938 + 442,083)/1,042,938$
2024-2025	170%	$(1,606,125 + 1,121,605)/1,606,125$

(vi) the charter school has maintained for each of the last three years:

- (A) a re-enrollment rate of at least 80%;
- 2022: Canyon Grove Academy 54.3%
  - 2023: Canyon Grove Academy 62.8%
  - 2024: Canyon Grove Academy 52.6%

(B) a waitlist of at least 40% of its annual enrollment;

**Wait List by Grade 2025**

Grade K: 241

Grade 1: 252

Grade 2: 163

Grade 3: 179

Grade 4: 137

Grade 5: 134

Grade 6: 137

Grade 7: 69

Grade 8: 57

Grade 9: 28

Grade 10: 18

Grade 11: 11

Grade 12: 12

(C) there is a demonstrated demand for the proposed satellite or large expansion, taking into consideration the market analysis.

Enrollment Growth: Over the past four years, Canyon Grove Academy has experienced steady growth in enrollment:

- 2022: 657 students
- 2023: 655 students (slight decrease)
- 2024: 686 students (5% increase)
- 2025: 1,051 students (significant 53% increase)

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## Document History



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VIEWED

**10 / 22 / 2025**

19:31:36 UTC

Viewed by Josh Daniels (josh@canyongrove.com)  
IP: 136.175.97.34



SIGNED

**10 / 22 / 2025**

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COMPLETED

**10 / 22 / 2025**

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The document has been completed.