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### **Spectrum Academy Charter School**

665 Cutler Drive  
North Salt Lake, UT 84054  
(801) 936-0318  
[www.spectrumcharter.org](http://www.spectrumcharter.org)

November 1st, 2025

### **Utah State Charter School Board (SCSB)**

250 East 500 South  
Salt Lake City, UT 84111

### **RE: Application for Approval – Spectrum Academy Satellite Campus in St. George, Utah**

Dear Members of the Utah State Charter School Board,

On behalf of the Spectrum Academy Board of Directors and leadership team, I am honored to submit this formal request for approval to establish a new Spectrum Academy satellite campus in St. George, Utah.

Spectrum Academy has proudly served Utah's neurodiverse learners since our founding as the state's first charter school dedicated to students with autism and related conditions. Our mission is to empower students to achieve academic and social success in a structured, supportive environment tailored to their individual needs. We accomplish this through small class sizes, personalized instruction, a strong emphasis on social development, and close collaboration between educators, families, and community partners.

Over the past two decades, Spectrum Academy has witnessed remarkable growth and success among our students, staff, and families. As the need for specialized educational services continues to increase across Utah, we recognize a significant demand for our program in southern Utah—particularly within the St. George community. Families in this region have expressed a strong desire for access to Spectrum Academy's proven model of individualized instruction, behavioral supports, and social-emotional development.

The establishment of a St. George satellite campus will:

- Expand access to Spectrum Academy's high-quality educational model for neurodiverse learners in southern Utah.
- Provide continuity of services for families who might otherwise need to relocate or commute long distances for specialized support.
- Uphold Spectrum Academy's core values of respect, integrity, collaboration, and continuous improvement, ensuring every student receives the tools needed to thrive academically and



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Our application includes comprehensive plans outlining governance, academic programming, finances, facilities, operations, and enrollment to ensure a strong and sustainable foundation for this new campus. The Spectrum Academy Board of Directors and administrative team are fully committed to maintaining fidelity to our mission, ensuring oversight and accountability, and upholding the same standards of excellence that have defined our success in North Salt Lake and Pleasant Grove.

We appreciate your thoughtful consideration of this proposal and your continued support of educational innovation within Utah's charter community. We look forward to the opportunity to collaborate with the Utah State Charter School Board (SCSB) to bring Spectrum Academy's unique and life-changing educational model to families in St. George.

With gratitude and respect,

**Liz Banner**

Executive Director of Academics  
Spectrum Academy Charter School  
[liz.banner@spectrumcharter.org](mailto:liz.banner@spectrumcharter.org)

**Courtney England**

Executive Director of Finance  
Spectrum Academy Charter School  
[courtney.england@spectrumcharter.org](mailto:courtney.england@spectrumcharter.org)

**Amy Loertscher**

Board Chair  
Spectrum Academy Charter School  
[aloertscher@spectrumcharter.org](mailto:aloertscher@spectrumcharter.org)



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# Spectrum Academy – St. George Satellite Campus

## Financial Plan: Budget, Projections, and Audit Reports

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### Executive Summary

The financial plan for the St. George satellite campus demonstrates the fiscal viability and sustainability of the proposed expansion. Spectrum Academy has prepared comprehensive budgets, multi-year financial projections, and audit documentation to ensure transparency and regulatory compliance. This plan supports the operational, staffing, facility, and programmatic needs of the new campus while maintaining the financial health of the parent charter school.

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### Budget for the Satellite Campus

The proposed budget reflects the resources necessary to open and operate the St. George campus for K–5 (expanding to K–8), including:

- Staffing salaries and benefits aligned with Spectrum Academy’s high-quality instructional model
- Classroom materials, technology, and adaptive/assistive devices
- Facility construction and operational costs, supported by the assumed \$15M state/federal grant for construction
- Administrative and operational expenses
- Support for special education, executive functioning curriculum, and Career & Technical Education programs

The budget spreadsheet attached includes:

1. Three-year budget for the expansion only
2. Three-year budget for the existing school without expansion



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3. Three-year combined budget reflecting the full operations of the parent school and satellite campus

#### Assumptions:

- Enrollment of 300 students at the new campus
  - Average class sizes: 12–14 for lower grades, up to 16 for upper grades
  - Operational and staffing costs based on existing Spectrum Academy campuses and adjusted for St. George cost of living
  - Receipt of \$15M grant for facility construction
- 

## Financial Projections

The three-year financial projections demonstrate:

- **Revenue sources:** State per-pupil funding, local revenues, federal grants, and private contributions
- **Expenditures:** Personnel, facilities, instructional resources, administrative support, and programmatic initiatives
- **Sustainability:** The projections show the satellite campus operating in a fiscally responsible manner, maintaining reserve funds, and adhering to all compliance requirements

#### Highlights:

- Year 1: Initial operational costs offset by construction grant and state per-pupil funding
- Years 2–3: Increased enrollment as the campus expands by one grade level per year; continued investment in high-quality staffing and instructional programs
- Combined operations show that the parent charter school and satellite campus remain financially sound with balanced budgets and appropriate reserves



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The attached spreadsheets provide line-item details for revenues, expenditures, and projected net balances for all scenarios.

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## Audit Reports

Spectrum Academy has attached the most recent audited financial statements for FY2025, which demonstrate:

- Compliance with Generally Accepted Accounting Principles (GAAP)
- Sound financial management practices
- Adequate internal controls and fiscal accountability

The audited financials provide evidence that the parent charter school is financially stable and capable of supporting the satellite campus expansion while maintaining the integrity of existing operations.

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## Conclusion

The financial plan demonstrates that the Spectrum Academy St. George Satellite Campus is:

- Fiscally responsible and sustainable over the first three years of operation
  - Aligned with state and federal funding requirements
  - Supported by audited financial statements from the parent school
  - Prepared to maintain high-quality instruction and individualized support while responsibly managing public and grant funds
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## Links & References

- [Spectrum Academy Charter School Website](http://www.spectrumcharter.org)
- [Utah State Board of Education – Charter School Rules & R277-552](#)



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- [Attached Spreadsheets: Three-Year Budgets \(Expansion Only, Without Expansion, Combined\)](#)
- [Attached FY2025 Audited Financial Statements](#)



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## Spectrum Academy – St. George Satellite Campus

### Academic Plan: Curriculum, Assessment, Special Education Services, Executive Functioning, and Career Readiness

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#### Executive Summary

Spectrum Academy St. George satellite campus will extend our proven educational model to southern Utah, serving neurodiverse learners—including students with autism spectrum disorder—who benefit from individualized instruction, social-emotional learning, and executive functioning support. Our academic plan balances rigorous core academics with functional life skills, career and technical education (CTE), and a robust focus on executive functioning to prepare students not only for academic success but also for long-term employment and independence. This plan ensures alignment with Utah Core Standards and IDEA requirements, providing a comprehensive framework for teaching, assessment, and special education services at the new campus.

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#### Curriculum Overview

Spectrum Academy's academic program is designed to meet the individual learning needs of students with autism and related neurodiverse conditions, while maintaining full alignment with Utah State Board of Education (USBE) Core Standards. The St. George satellite campus will implement the same proven educational framework currently used at our North Salt Lake and Pleasant Grove campuses, ensuring continuity and fidelity to Spectrum Academy's mission.

Our curriculum emphasizes a whole-child approach, balancing academic rigor with the development of social, emotional, behavioral, executive functioning, and communication skills. Instruction is individualized through data-driven decision making, differentiated teaching strategies, and multi-tiered systems of support (MTSS).

Key components include:

- **Core Curriculum:** Utah Core Standards in English Language Arts, Mathematics, Science, and Social Studies delivered through evidence-based programs designed for diverse learning profiles.



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- **Executive Functioning Skills:** Explicit instruction in organization, planning, time management, task initiation, flexible thinking, and self-monitoring.
- **Social and Emotional Learning (SEL):** Instruction in self-regulation, communication, and interpersonal skills embedded throughout the day.
- **Functional and Life Skills:** Independent living, self-advocacy, and vocational readiness lessons for students requiring additional support.
- **Career and Technical Education (CTE) Program:** Hands-on, career-focused instruction to equip students with skills to obtain and maintain employment, including workplace readiness, problem-solving, professionalism, and adaptability.
- **Technology Integration:** Adaptive and assistive technologies to enhance access and engagement.
- **Collaborative Instructional Model:** Certified teachers, paraprofessionals, and related service providers work as a coordinated team to support IEP goals.

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## Assessment Methods

Spectrum Academy employs formative and summative assessments to measure student progress and guide instruction, explicitly including executive functioning and career readiness skills.

Assessment methods include:

- **State-Mandated Assessments:** RISE, Aspire Plus, DIBELS (as applicable).
- **Benchmark and Progress Monitoring:** Acadience Reading/Math, NWEA MAP, or equivalent adaptive assessments.
- **Curriculum-Based Measures:** Formative assessments embedded in daily instruction.
- **Executive Functioning Assessments:** Observation, checklists, and teacher-collected data tracking organization, planning, task initiation, flexible thinking, time management, and self-monitoring.
- **CTE Assessments:** Portfolios, competency checklists, simulated work environments, and work-based learning experiences to track job readiness, skill acquisition, and workplace success.



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- **Behavioral and Social Progress Tracking:** Data from BIPs, social skill rubrics, and self-regulation check-ins.
- **IEP Goal Monitoring:** Frequent review of academic, behavioral, executive functioning, functional, and career readiness goals.

Results are shared with families and guide instructional adjustments to ensure growth across all domains.

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## Special Education Services

The St. George satellite campus will fully implement IDEA, Section 504, and Utah Special Education Rules, providing individualized supports for students with disabilities.

Key components include:

- **Inclusive Practices:** Instruction in the least restrictive environment with access to both general and specialized settings.
- **Comprehensive Evaluation and Eligibility:** Timely evaluations, IEP development, and procedural safeguards.
- **Service Delivery:** Certified special education teachers and related service providers delivering IEP services.
- **Behavioral and Social Supports:** PBIS and ABA-informed strategies to promote skill acquisition and emotional regulation.
- **Executive Functioning Support:** Embedded interventions to develop planning, organization, time management, task initiation, flexible thinking, and self-monitoring.
- **CTE Support:** Collaboration between special education staff and CTE instructors to ensure students gain career-ready skills and strategies to succeed in employment post-graduation.
- **Collaboration and Family Involvement:** Families participate actively in IEP development, progress monitoring, career planning, and transition services.
- **Professional Development:** Ongoing staff training in autism support, executive functioning, career readiness, and SEL.



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Spectrum Academy leadership will oversee fidelity, compliance, and program quality to ensure that the St. George campus maintains the same high standards of academic, functional, and career-readiness outcomes as our other campuses.



# Spectrum Academy – St. George Satellite Campus

## Facility Plan

### Introduction & Purpose

While a formal facility plan is not yet a required component of the satellite application, Spectrum Academy believes it is essential to demonstrate proactive planning and commitment to providing a safe, functional, and high-quality learning environment for our students. Our goal is to ensure that the St. George campus is not only compliant with all relevant regulations but also designed to support the unique academic, social-emotional, and executive functioning needs of our neurodiverse student population.

This plan outlines the preliminary work completed, our current considerations, and next steps should we receive approval to move forward with the satellite campus.

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### Preliminary Work Completed

To date, Spectrum Academy has:

- **Conducted initial research** into potential locations in Washington County that could accommodate a K–8 campus with adequate classroom space, therapy rooms, and collaborative areas.
- **Identified key facility criteria** based on our existing campuses, including:
  - Accessible classrooms for small group instruction and individualized supports
  - Therapy rooms for speech, occupational, and behavioral services
  - Multipurpose areas for social-emotional learning, assemblies, and adaptive physical education
  - Compliance with local, state, and federal safety, accessibility, and building codes
- **Reviewed potential property types**, including leased commercial buildings and modular school facilities, that allow phased expansion in alignment with projected grade growth.



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- **Engaged local contacts:** The Executive Director has held preliminary meetings with individuals in St. George who have connections and insight into potential partners, property options, and resources that could support the satellite campus.
- 

## Current Considerations

In Washington County, we are evaluating areas that:

- Provide central access for families across St. George and surrounding communities
- Meet zoning requirements for educational use
- Allow flexibility for future expansion, including outdoor spaces and parking capacity
- Support collaborative learning environments and specialized programming unique to Spectrum Academy

Our team will be working closely with local officials, architects, and developers to assess feasibility, costs, and timelines, ensuring any site we pursue will be fully prepared to accommodate our students and staff.

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## Next Steps Upon Approval

If granted approval to move forward, our facility plan will include:

1. **Final Site Selection:** Narrowing down to one or two ideal properties with a formal feasibility study.
  2. **Design & Layout Planning:** Collaborating with architects to create a layout that optimizes small class sizes, therapy spaces, and executive functioning supports.
  3. **Construction & Renovation Timeline:** Establishing a timeline that aligns with our phased grade-level expansion and projected enrollment.
  4. **Safety & Accessibility Compliance:** Ensuring full compliance with ADA requirements, fire codes, and health & safety regulations.
  5. **Community Input & Engagement:** Inviting feedback from families, staff, and local stakeholders to ensure the facility meets both educational and community needs.
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## **Conclusion**

Although a facility plan is not currently required, Spectrum Academy is committed to thoughtful, proactive planning for the St. George satellite campus. By identifying potential sites, establishing facility criteria, engaging local partners, and preparing for phased expansion, we demonstrate our dedication to creating a safe, accessible, and inspiring learning environment for our students from day one.

We will continue refining this plan in collaboration with local officials, architects, and our internal teams to ensure that, upon approval, the St. George campus is fully prepared to support the academic, social-emotional, and career readiness growth of our students.



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# **Spectrum Academy – St. George Satellite Campus**

## **Enrollment Plan**

### **Enrollment Projections**

The St. George satellite campus will begin with a Kindergarten–5th grade (K–5) model, expanding one grade level per year until a full K–12+ program is established. This phased approach ensures the maintenance of Spectrum Academy’s high-quality instruction and individualized supports.

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### **Class Size and Structure**

- **Three classes per grade**
- **Grades K–4: 12–14 students per class**
- **6th grade: up to 17 students per class**
- **7th–8th grades: approximately 54 students per grade (3 classes of 18 students)**

### **Example – Year 1 (K–5):**

- **3 Kindergarten classes**
  - **3 First grade classes**
  - **3 Second grade classes**
  - **3 Third grade classes**
  - **3 Fourth grade classes**
  - **3 Fifth grade classes**
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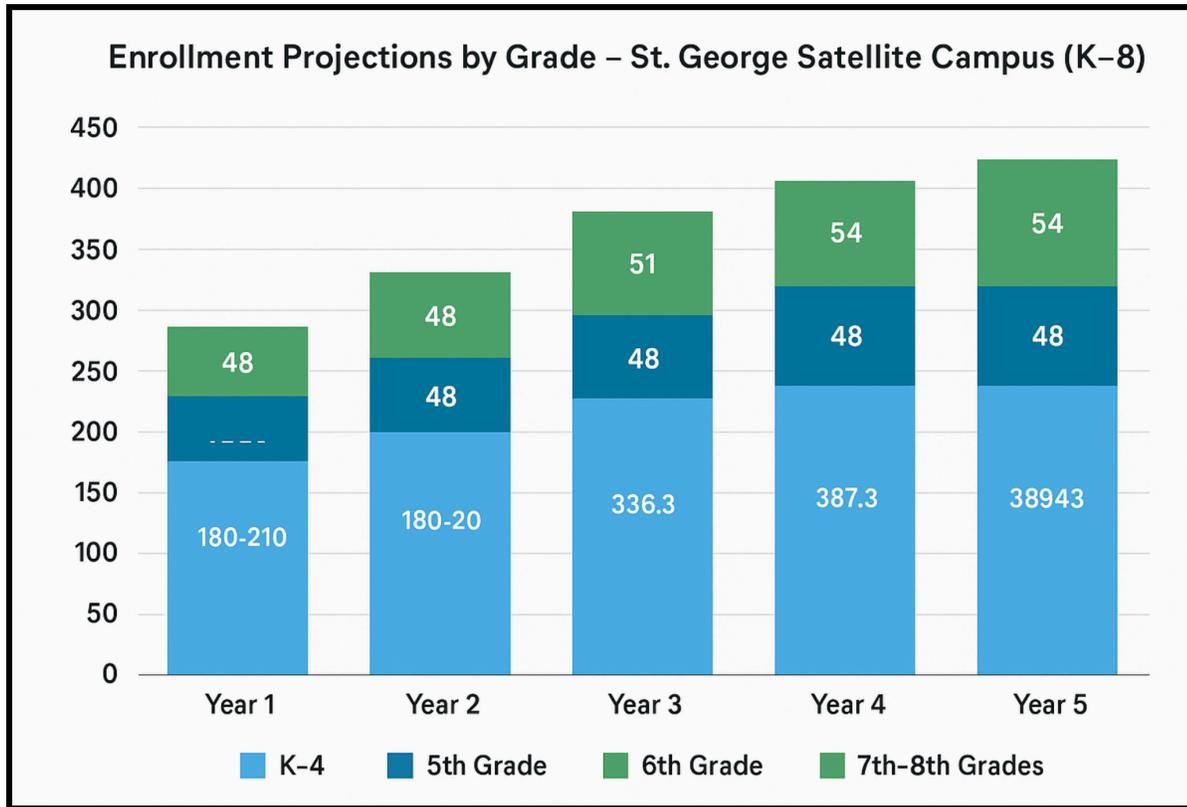
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### **Projected Enrollment by Year**

<b>Year</b>	<b>Grades Served</b>	<b>Classes per Grade</b>	<b>Students per Class</b>	<b>Total Seats Requested</b>
Year 1	K-5	3	K-4: 12-14; 5: 16	228-252
Year 2	K-6	3	K-4: 12-14; 5: 16; 6: 17	281-305
Year 3	K-7	3	K-4: 12-14; 5-6: 16-17; 7: 18	335-359
Year 4	K-8	3	K-4: 12-14; 5-6: 16-17; 7-8: 18	389-413
Year 5	K-8	3	K-4: 12-14; 5-6: 16-17; 7-8: 18	389-413

*Note: By Year 4, the campus reaches full K-8 capacity with 389-413 total students. This enrollment plan reflects realistic growth, maintains high-quality instruction, and ensures that class sizes remain manageable.*

*This phased approach allows Spectrum Academy to maintain its personalized learning environment, providing individualized supports and small-group instruction while accommodating growing demand in southern Utah.*



## Enrollment Policies

The St. George satellite campus will follow Spectrum Academy's established enrollment policies, including:

- **Equitable access** for all students, including those with disabilities and those qualifying for special education services
- **Open enrollment period** with clearly defined timelines for application submission
- **Lottery procedures** to ensure fair and transparent student selection if applications exceed available seats
- **Priority considerations** aligned with Utah State Charter Board regulations (e.g., siblings of enrolled students, children of staff)
- **Waitlist management** and procedures for filling vacancies throughout the school year

**Note:** Any of our policies, including enrollment and lottery procedures, can be found on our website:

<https://www.spectrumcharter.org>



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# Spectrum Academy – St. George Satellite Campus

## Operational Plan: Staffing, Technology, and Transportation

### Executive Summary

The operational plan for the St. George satellite campus ensures that all systems, staff, and resources are aligned to provide high-quality, individualized instruction for neurodiverse learners. Staffing, technology integration, and clear operational procedures are central to maintaining Spectrum Academy's reputation for excellence. By intentionally recruiting, developing, and supporting staff, leveraging technology, and clearly communicating expectations, the campus will provide a safe, effective, and supportive learning environment.

### Staffing Plan

At Spectrum Academy, the success of our students is inseparable from the quality and dedication of our staff. Our learners benefit most from educators who are highly skilled, compassionate, patient, and committed to individualized instruction.

### Staff Transfers and Campus Launch:

To ensure a smooth opening, experienced staff from our existing campuses will transfer to the St. George satellite. These staff bring institutional knowledge, proven instructional strategies, and a strong understanding of Spectrum Academy's culture, allowing us to establish continuity and consistency from day one. Their experience provides guidance and modeling for new staff, embedding best practices and expectations quickly into the campus culture.

### Multiple Layers of Support for Teachers:

Teachers at the St. George campus will be supported by numerous layers of guidance and expertise, ensuring they are fully equipped to succeed:

- **Mentorship and Coaching:** Every teacher, whether transferring or newly hired, has a dedicated mentor. Mentors provide weekly guidance, classroom observations, and personalized feedback on instruction, behavior support, and social-emotional learning strategies.
- **Instructional Leadership Team:** Experienced instructional leaders oversee curriculum implementation, support classroom management, and provide real-time coaching.
- **Collaborative Teacher Teams (CTTs):** Teachers participate in structured CTTs to collaborate, share strategies, problem-solve challenges, and continuously improve practice.



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- **Administrative Support:** School leadership is hands-on in supporting new teachers, ensuring policies, procedures, and instructional practices are clearly understood and implemented effectively.
- **Professional Development:** Ongoing training, workshops, and seminars equip teachers with both foundational and advanced skills in Spectrum Academy's teaching model, executive functioning instruction, CTE integration, and technology integration.

This network of layered support ensures that teachers are never working in isolation and can confidently address challenges as they arise, creating stability and high-quality instruction from the first day of operations.

#### **Growing Our Own Teachers and Leaders:**

We intentionally cultivate talent from within to strengthen leadership continuity and teaching excellence. This includes:

- **Leadership Roles:** High-performing staff have opportunities to take on leadership positions, such as grade-level leads, instructional coaches, and department coordinators. These roles allow teachers to mentor peers, lead professional learning communities, and contribute to curriculum development while gaining experience for future administrative positions.
- **Career Pathways:** Structured professional development and leadership experiences create clear pathways for growth, promoting retention and sustaining institutional knowledge.

#### **Key Elements of Our Staffing Plan Include:**

- **Hiring:** Recruitment of certified teachers, paraprofessionals, and related service providers with experience supporting neurodiverse learners.
- **Training:** Comprehensive onboarding and continuous professional development aligned to the Spectrum Academy instructional model.
- **Retention:** A collaborative culture, mentorship, and recognition of excellence maintain low turnover and ensure continuity of instruction.

#### **Technology Plan**

Technology is a central pillar of instruction at Spectrum Academy:

- **Classroom Technology:** Adaptive and assistive devices, tablets, and interactive tools support individualized learning, communication, and student engagement.



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- **Instructional Support:** Digital tools facilitate lesson delivery, progress monitoring, and communication with families.
- **Professional Development:** Ongoing staff training ensures effective use of technology to enhance learning outcomes and adapt instruction to meet the needs of neurodiverse students.

### Transportation Plan

As a public charter school, Spectrum Academy does not provide student transportation. This aligns with Utah law (Utah Code § 53G-5-404) and allows us to:

- Allocate resources directly toward instruction, individualized supports, and maintaining small class sizes.
- Maintain flexibility in staffing and scheduling.
- Ensure a safe, organized, and predictable learning environment for students.

Families are provided clear communication regarding school start/end times, drop-off, and pick-up procedures to ensure safety and consistency.



SA Administrative Office - 1948 West 2425 South Suite 1A, Woods Cross, UT 84087  
North Salt Lake Elementary School - 575 Cutler Drive, North Salt Lake, UT 84054  
North Salt Lake Intermediate School - 665 Cutler Drive, North Salt Lake, UT 84054  
North Salt Lake High School - 552 Cutler Drive, North Salt Lake, UT 84054  
North Salt Lake STARS - 520 Cutler Drive, North Salt Lake, Ut 84054  
Pleasant Grove K-12 and STARS - 867 S. 800 W., Pleasant Grove, UT 84062  
[www.spectrumcharter.org](http://www.spectrumcharter.org)

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## Governance Documents

Amy Loertscher

President/Audit Financial Committee

→ [Resume](#)

→ [Background Check](#)

Chris Norlem

Vice President

→ [Resume](#)

→ [Background Check](#)

Melissa Edgeworth

Secretary

→ [Resume](#)

→ [Background Check](#)

Chase Ames

Member/Legal Committee

→ [Resume](#)

→ [Background Check](#)

Bill Cox

Member/Legal Committee

→ [Resume](#)

→ [Background Check](#)

Marney DeVroom

Member/Legal Committee

→ [Resume](#)

→ [Background Check](#)



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## Cory Weeks

Member/Audit Financial Committee

- [Resume](#)
- [Background Check](#)

## Christine Hopkins

Member

- [Resume](#)
- [Background Check](#)

## TJ Smith

Member

- [Resume](#)
- [Background Check](#)



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

Charter School Name:

Spectrum Academy

Charter School Director:

Elizabeth Banner

The request is for: (select one)

<p><input checked="" type="checkbox"/> <b>Satellite School</b></p> <p>Current grade levels served: <u>K-12+</u></p> <p>Current max enrollment: <u>1835</u></p> <p>Current LEA location(s) (city and district): <u>North Salt Lake (Davis District) and Pleasant Grove (Alpine District)</u></p> <p>Requested grade levels for satellite school: <u>K-5</u></p> <p>Requested max enrollment for satellite school: <u>168</u></p> <p>Requested location for satellite school: <u>St. George, Washington County, Utah</u></p>	<p><input type="checkbox"/> <b>Large Expansion</b></p> <p>Current grade levels served: _____</p> <p>Current max enrollment: _____</p> <p>Requested grade levels for large expansion: _____</p> <p>Requested max enrollment for large expansion: _____</p>
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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. (The Board discussed in the private meeting in October - but will add it to the next public board meeting)

Amy Loertscher 10/15/2025

Elizabeth Banner 10/15/2025

Board Chair/ Date

Director/ Date

Please select one response per requirement:

- X Yes No      1. The charter school complies with the requirements of federal and state laws, regulations, and Board rule.
- X Yes No      2. The charter school meets the academic and other standards and requirements of the charter school authorizer.
- X Yes No      3. The charter school is in good standing with the SCSB.
- X Yes No      4. The charter LEA, as a whole, qualifies as high performing under the SCSB's approved definition of high performing.
- X Yes No      5. The school complies with all public school legal obligations.
- X 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.
- X 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.*