



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

Charter School Name:

Utah Military Academy

Charter School Director:

LTC Bill Orris, Superintendent

The request is for: (select one)

<input checked="" type="checkbox"/> Satellite School Current grade levels served: <u>6-12</u> Current max enrollment: <u>1,200</u> Current LEA location(s) (city and district): <u>Weber School District, Alpine School District</u> Requested grade levels for satellite school: <u>6-12</u> Requested max enrollment for satellite school: <u>360</u> Requested location for satellite school: <u>Washington County Schools (St George)</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.

John C. Williams 1 November 2025

William K. Orris 1 November 2025

Board Chair/ Date

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.*

1. Justify the need for the requested satellite school

The Utah Military Academy is truly a unique public school within Utah. Nationwide there are approximately one dozen charter military academies, with a very common experience. This experience is based upon the traditional private military academies, of which there are approximately three dozen nationwide. The experience is far broader and deeper than simply having a Junior Regular Officer Training Program (JROTC), which there are less than a dozen in the state of Utah. This means that the entrance into the Washington County education market is truly unique.

The Utah Military Academy has provided a unique military environment for a decade, having served over 4,000 students from grades six through twelve. More importantly than the large number of students we have our existence has provided growth to, we have significant advantages over traditional public schools.

The experience of being a cadet at the Utah Military Academy is all inclusive and immersive. As opposed to a JROTC program where students have one class a day, and wear one uniform a week, with the rest of the daily experience the same as all students in Utah. UMA is very, very different.

All students are cadets. All cadets wear uniforms every day of the week, with few exceptions during the entire year. The uniform changes daily. This teaches our cadets attention to detail and provides them with different uniforms for different purposes. One uniform is for casual settings, another for military training, and a dress uniform for formal events. All cadets attend a mass formation, daily. All cadets are assigned to specific units: Flight, Squadron, Group and Wings. All cadets take Military Awareness (6th and 7th grades) and JROTC (9th through 12th grades) as well additional military courses throughout the day, semester and year. All cadets have access to military and leadership themed courses, clubs, teams and activities. And, all cadets are given actual leadership responsibilities over fellow cadets.

In addition, we provide character building opportunities that are part of our culture. This includes partnerships with the Civil Air Patrol (of which we have sponsored two squadrons), Naval Sea Cadets, Association of Military Schools and Colleges of the United States (AMSCUS), nationally ranked marksmanship training, Color Guards, Drill Teams, drone programs, aviation programs, Ranger training, Cyber Security training, nationally ranked Cyber Patriot teams, and so many more. All designed to provide opportunities not available to most students, certainly all under one roof.

Why a military academy?

In an ongoing conversation between UMA Founder Matt Throckmorton and a retired Brigadier General Douglas Murray, a former Commandant of Cadets at the United States Air Force Academy, former Commandant of Cadets at the New Mexico Military Institute and current board chairman of the Colorado Military Academy the opportunity of a military academy experience was summed up:

“All schools are teaching leadership, lectures, watching and discussing examples of leadership. It is at a military academy where our cadets can practice leadership!”

While Washington County Schools have two outstanding JROTC units associated with area high schools, and a strong Civil Air Patrol squadron, students seeking a comprehensive, immersive military experience currently do not have this option. It is only through the expansion of the Utah Military Academy to Washington County that these families can provide this immersive military choice for their students.

2. Overview of how the Utah Military Academy St George will provide educational services consistent with State Law and State Board of Education Rule.

A significant advantage of any business operation is the ‘economies of scale.’ The Utah Military Academy has developed a competent district administrative function. This allows for specialized supports such as curriculum, testing, counseling, technology, professional development, military liaison, athletic director, etc. This has been developed over the past decade and will provide direct support to the operations in St. George. Specific areas of support include:

Curriculum and instruction: UMA has developed a solid curriculum over the past year. Led by a curriculum team, which includes both the administration, as well department heads across both Hill Field and Camp Williams campuses, this team currently supports the implementation and refinement of curriculum across both current campuses. They are ready to provide this exact support to the new St George campus. Curriculum is aligned to State Standards per §53E-4-202 and Rule R277-700.

Statewide Assessments: Consistent with State Board Rule R277-404, that Utah Military Academy has enjoyed a participation rate in our end of year tests consistently at or near the target of 95% participation. Please see section 3 for details.

Special Education Compliance: Our Special Education Director has established strong Sped Teams at both campuses. The performance is consistent with both IDEA and FERPA, and State Board Rule R277-750. We have seen growth in the UPIPS score for UMA, that demonstrates consistent performance. This team is currently providing direct support to online cadets with IEP’s, which includes online cadets at the St George Learning Center.

Civil Rights and Non-Discrimination: We have always operated consistently with related federal and state laws, and State Board Rule R277-328. It is worth noting that the Utah Military Academy our compliance with FERPA, IDEA, the Civil Rights Act of 1965, specifically Title VI and IX, and our professional development to train faculty and staff in compliance. While there have been reviews based upon related complaints, we have consistently been found to be compliant.

Admissions and Enrollment: Consistent with Utah Code §53G-5-402, and State Board Rules R277-437 and R277-472, the Utah Military Academy has always held and will continue to hold an open enrollment policy and process. This enrollment policy utilizes allowed enrollment preferences, as found within the UMA Policy Handbook.

Student Discipline and Due Process: There are several areas that specifically focus on cadet conduct, all of which are aligned with Utah Code §53G-8-201 and State Board Rule R277-608 Corporal Punishment and R277-609 Standards for LEA Discipline Policy. As a charter school with a military program of instruction, we are keenly aware of the need to ensure no related training is ever perceived as Corporal Punishment.

Professional Development and Staffing: A robust promotion of open positions, screening, and once hired, extensive, weekly professional development and training, consistent with State Board Rule R277-302, is the normal practice. In addition, extensive training in how to uphold and support a military culture is provided and monitored, with feedback training engaged. We recognize the need for both professional educators in the classroom, but consistent upholders of our unique culture. Our model includes consistent teacher observations, feedback and training.

3. Plan to administer and have the capacity to carry out statewide assessments, including practicing statewide assessments.

Consistent with State Board Rule R277-404 and R277-497, the Utah Military Academy has enjoyed a participation rate in our end of year tests consistently at or near the target of 95%. We administer the required RISE, Aspire, PSAT and ACT, as well as the LEA specific ASVAB, WIDA (as necessary), iXL, and soon the NWEA Map assessments. Our administration of these assessments, resulting in such target rate participation, is the result of a strong team, with very intentional plans, strategies and activities across both UMA campuses, and soon the St George Campus.

Our assessment plan begins before the school year, with calendaring all assessments. This calendar is adopted by the UMA Board of Directors, which helps establish accountability. The Administration has established an assessment team that includes a District level director, campus directors and a team of support staff. This team takes the lead in the implementation of all state and LEA specific assessments.

This team includes the Superintendent, Commandant of Cadets, District Assessment Director, school counselors, Principals, Vice Principals, Special Education Director, ELL Director, and several department chairs.

Activities include:

District coordination: Beginning before the first day of school, the Superintendent reviews with all offices and departments the assessment schedule. They ensure the building schedule is properly aligned, state assessment director meetings are scheduled and attended, and all calendar related activities are scheduled. This is the beginning of coordinating numerous offices, departments and faculty members to ensure each assessment is not only planned but supported school wide.

Integration of all state communications: It is very normal that assessment schedules will be forgotten and overlooked as the busy school year progresses. Continued communication is key to keeping everyone on task and ready to execute the necessary steps for successful engagement of all assessments.

Department and teacher level engagement: Every department is aware of the assessment schedule, and has engaged in sufficient preparation activities, such as classroom reviews. This engagement begins with the school calendar, teacher evaluations by campus leadership to ensure curriculum maps have been followed, leading to assessment preparation activities having taken place. If teachers fall behind the cadets are not fully prepared for assessments. This means that engagement involves academic support for the classroom teacher.

Technology evaluation and support: Most assessments, though not all, use technology. We need to ensure that internet connectivity and bandwidth are protected before and during these times, enough Chromebook/devices are available, properly updated and ready for use by cadets.

Front office communication support: Communication between departments, with cadets during formation, and critical communications with parents. We need all entities to be aware of the assessments, and to be supportive in all facets to maximum both participation and performance. Even details such as sleep, eating, etc. are communicated.

Facility support: Each assessment is evaluated for sufficient building space. This includes ensuring other school activities are scheduled to ensure no disruption of test takers, and how to engage cadets who have taken the assessment or are not taking the assessment to remove distractions for assessment takers.

External or vendor support: Examples of this include support by military recruiters for the administration of the ASVAB, as well direct vendor support for iXL, and NWEA Map testing. It is essential to coordinate prior, determine what their needs are for proper implementation. This includes ensuring classroom or building space, the ASVAB is required to be taken in the cafeteria, thus scheduling with our facility and lunch team. iXL will include our technology team to ensure bandwidth is not disrupted.

Professional development, external: This is primarily for our District and campus assessment directors who are fully participating in all state level briefings, updates and training. This will ensure the assessment directors have the most update information to share with campus staff. This training also includes our IT Department receiving all necessary updates to maximum preparation of technology.

Professional development internal: The UMA weekly schedule has time set aside for professional development, by campus or department. At the appropriate intervals throughout the school year professional development will focus on updates and preparation for assessments. This will focus faculty on preparation activities they can engage directly with cadets.

Specific Special Education activities: The Sped Department will ensure that all IEPs are update, with accommodations. This will ensure assessment directors can work with necessary entities to ensure all Sped and related requirements are met.

District oversight: The ultimate responsibility for the proper implementation of all assessments across all campuses lies with the Superintendent and his District staff. They have demonstrated a high degree of acumen in overseeing the proper implementation of these many moving parts and tasks.

St. George Specific activities: In addition to our highly affective District and campus level plans, we have identified key personnel who are currently engaged in support online learning. These personnel will launch the launch personnel for the transition to a full campus in St. George. A military mantra is 'knowing is half the battle.' We are fully prepared to continue our successful assessment plan at the St. George Campus.

Our guiding principle is to be proactive regarding all exams. This will result in both the smoothest implementation, as well the strongest levels of support by faculty, cadets and families. Leading to maximum cadet participation and results.

4. Detailed description of the evidence-based instruction for special populations that will be provided to students as required by federal law

1. Conduct a Layered Legal Review: Begin with federal mandates (e.g., IDEA, ESSA) to establish baseline requirements, then align with Utah-specific rules (e.g., R277-750, R277-716) to ensure compliance for charter schools, incorporating court precedents for interpretive depth.

2. Integrate Evidence-Based Practice Frameworks: Identify interventions via tiered support models (e.g., MTSS for special ed, sheltered instruction for ELL) and validate them against research syntheses to demonstrate "evidence-based" alignment.

3. Stakeholder Consultation and Customization: Engage special ed coordinators, ELL specialists, and charter authorizers to tailor descriptions to school-specific demographics, ensuring the response reflects feasible implementation.

Four tools:

1. What Works Clearinghouse (WWC): U.S. Department of Education database for rating evidence tiers of interventions (e.g., explicit instruction for special ed).
2. Utah State Board of Education (USBE) Resources: Online portals for rules (schools.utah.gov) and ELL toolkits, including ACCESS for ELLs assessment guides.
3. IDEA and ESSA Statute Databases: Congress.gov or ED.gov for full texts of federal laws.
4. PACER Center Legal Library: Free repository of special ed/ELL court case summaries and advocacy tools.

Evidence-Based Instruction for Students with Disabilities (Special Education)

As a Utah charter school, we are committed to providing Free Appropriate Public Education (FAPE) to students with disabilities, as mandated by federal law under the Individuals with Disabilities Education Act (IDEA, 20 U.S.C. § 1400 et seq.).

IDEA requires specially designed instruction tailored to unique needs, delivered through Individualized Education Programs (IEPs) that incorporate evidence-based practices to ensure meaningful progress. This aligns with the, Every Student Succeeds Act (ESSA, 20 U.S.C. § 6301 et seq.), which emphasizes high-quality, evidence-based interventions (Tier 1-3 per WWC standards) in multi-tiered systems of support (MTSS).

Section 504 of the Rehabilitation Act (29 U.S.C. § 794) further prohibits discrimination, requiring accommodations for equitable access In Utah. Charter schools must comply with state rules under R277-750 (Utah Special Education Rules), which define evidence-based instruction as research-supported activities yielding positive outcomes for students with disabilities (Utah Admin. Code R277-750-2). We will implement this through:

- Explicit Instruction: Structured, direct teaching of skills (e.g., phonics for reading disabilities) with modeling, guided practice, and feedback. Supported by strong WWC evidence for mild disabilities. This includes:
 1. Clear Learning Objectives : Teachers will clearly state what students will learn and why it is important for them.
 2. Modeling the process for student through a I Do, We Do, You Do process where students will see and practice the steps of solving the problems.

Through this process, teachers will demonstrate the steps taken to solve a linear equation for the students. When switching over to the We Do aspect, have the students do the problem as you are explaining each skill and providing prompts, feedback, and corrections. Under the you do process; the students will solve the problems while the teachers is walking around and giving feedback.

This allows the students to build independence and confidence in solving problems. After teacher correction they will give feedback that is specific to reinforce correct understanding.

Peer Mediated Interventions

Selecting Peers

- Choose peers who are positive role models, responsible, and socially accepted.
- They don't need to be the top academic students — just consistent and empathetic.

Training Peers

- Teach them how to model target behaviors or skills.
- Role-play appropriate ways to prompt, praise, and provide feedback.
- Keep it short and simple (10–15 minutes is often enough).

Structured Interaction

- Provide specific activities, prompts, or times for peers to work together.
- Keep sessions organized and focused on the target skill.
- Self-Monitoring Strategies are powerful tools that help students take responsibility for their own behavior, attention, or academic performance. They're particularly effective in improving focus, self-regulation, organization, and accountability, especially for students with ADHD, emotional/behavioral challenges, or executive functioning needs. Functional Behavior Assessments (FBA) with Behavior Intervention Plans (BIP): Data-driven plans addressing behavioral needs.

Note: Self-monitoring is when students observe and record their own behaviors or performance to increase awareness and improve self-control.

Develop and expand our Gifted Education Program under Special Education

A Gifted Education Program is designed to meet the unique learning needs of students who demonstrate exceptional abilities in one or more areas — intellectual, academic, creative, artistic, or leadership. Although giftedness is not a disability, it falls under the umbrella of special education services because gifted students require individualized instruction to reach their potential — just as students with learning disabilities do.

Characteristics of Gifted Students

1. Learn new concepts quickly and deeply
2. Have advanced vocabulary and reasoning skills
3. Exhibit intense curiosity or creativity

All Special Education programs deliver services through IEPs which are developed in collaboration with parents, general educators, and specialists, with progress monitored through state assessments (e.g., Utah Alternate Assessment) and annual reviews.

Federal court cases reinforce this: In *Board of Education v. Rowley* (455 U.S. 176, 1982), the Supreme Court held FAPE requires an IEP conferring "some educational benefit," not maximal outcomes, guiding our focus on access.

More recently, *Endrew F. v. Douglas County School District* (137 S. Ct. 988, 2017) elevated the standard to progress "appropriately ambitious" based on circumstances, ensuring our evidence-based approaches yield measurable gains.

Charter-specific compliance includes child find responsibilities (R277-750-5) and coordination with local education agencies for services exceeding capacity. This framework ensures all eligible students receive FAPE in the least restrictive environment, with annual training for staff on evidence tiers.

- Evidence-Based Instruction for English Language Learners (ELL)
- Utah charter schools must provide linguistically accessible education to ELL students under federal law, including Title VI of the Civil Rights Act (42 U.S.C. § 2000d), prohibiting national origin discrimination, and the Equal Educational Opportunities Act (EEOA, 20 U.S.C. § 1703(f)), requiring programs overcoming language barriers.
 - ESSA Title III (20 U.S.C. § 6801 et seq.) mandates effective language instruction educational programs (LIEPs) using evidence-based methods to attain English proficiency while accessing core content.
 - State law via R277-716 (Alternative Language Services for Utah Students) requires identification via Home Language Survey and WIDA ACCESS for ELLs assessment, followed by language acquisition programs (Utah Admin. Code R277-716-4).
 - Charter schools deliver integrated or standalone LIEPs, with staff holding ESL endorsements, ensuring no misidentification as disabled (R277-716-6). Our approach includes:

1. Explicit Vocabulary Instruction

Description:

ELLs often struggle with academic vocabulary, which can limit comprehension and expression. Explicit instruction involves directly teaching key words, their meanings, usage, and related word forms, instead of assuming students will learn them through exposure alone.

2. Visual Supports and Graphic Organizers

Description:

Visuals help ELLs connect language to meaning, reducing cognitive load and improving comprehension. Graphic organizers (like Venn diagrams or flowcharts) provide structure for organizing ideas and understanding complex information.

Key precedents include *Lau v. Nichols* (414 U.S. 563, 1974), where the Supreme Court ruled San Francisco schools violated Title VI by failing affirmative steps for non-English speakers, mandating tailored instruction.

Castaneda v. Pickard (648 F.2d 989, 5th Cir. 1981) established a three-prong test: programs must use sound theory (e.g., SIOP), be implemented effectively with qualified staff, and evaluate outcomes—guiding our data-driven adjustments. This ensures ELL students achieve parity, with family engagement via translated materials and cultural responsiveness.

Note: UMA Special Education and ELL Policy Handbooks are available on request.

5. Market analysis consistent with State Board Rule R277-550 that addresses: target demographics; population trends; competing public schools; forecasts; and risks, barriers and regulations that may impact success

It should be noted that the Utah Military Academy model is rare nationally, and truly unique in Utah. Our enrollment demonstrates an unrivaled appeal for certain students. We are an incredible example of ‘choice’ in operation. We have found very little market competition with surrounding schools, as they do not offer what we offer, overall. There are occasions every year where roughly a dozen cadets will disenroll at UMA, seeking very specific courses we do not offer, though this represents less than one percent of our Corp of Cadets.

Evidence of this goes to the opening of the Utah Military Academy at Hill Field. Our facility was located between two public high schools that both offered JROTC programs, namely Clearfield and Northridge high schools. When we reached the October 1 cutoff, we analyzed our enrollment and found that of our 328 cadets only 30 had come from Clearfield’s JROTC program, and less than 10 from Northridge high schools JROTC program. The heavier number from Clearfield reflected that our Commandant of Cadets had been the former JROTC Senior Instructor, which clearly indicated they were following him, not leaving the program.

We anticipate a similar experience in the Washington County area. As we will show, there are many great, high performing junior and senior high schools, two of which each have outstanding JROTC programs, at Dixie and Pineview high schools. We anticipate enrolling small numbers of those cadets, though only a very small number. We have learned that most JROTC cadets prefer the traditional experience, which is a class every day, no formation, and wearing a uniform only one day a week; these cadets do not want formation every day, uniforms every day and a completely immersive military experience. More than 95% of our JROTC cadets have no prior JROTC experience prior to enrollment at UMA.

We also need to introduce the current entry point into the Washington County market. UMA has an approved online program that has organically grown over the past three years into a Learning Center. The first year of engagement by UMA in Washington County was a partnership with the charter school St. George Academy. A shared, or dual-enrollment approach was taken, with UMA providing the military experience. This program was very small and struggled due to the very different school cultures.

The next year the dual-enrollment partnership was terminated, though UMA had 15 cadets who continued to participate using online tools. This has then grown into the current enrollment of 72 full-time, online cadets. This will become the basis of the cadet growth supporting a Washington County satellite campus.

Washington County Schools has an October 1, 2025, enrollment of 34,396 students, across 52 different schools. The grade configurations vary, though they tend to align with K-5, 6-7, 8-9 and 10-12. There is a large robust online school, identified as two entities serving grades K-6 and 7-12, serving 3,186 students, though it is not certain how many of these students reside outside of Washington County.

There are 9 charter schools serving various grade configurations, all of which serve grades which our grade configuration will overlap. The total enrollment for all charter schools is 4,109, with an average enrollment of 456 students. George Washington Academy has an enrollment of 1,030 students. The average enrollment for the remaining 8 charter schools is 384 students.

Neither the state nor the district gathers the data on homeschool participation, though it has been estimated between 2% and 5%. This would project between 750 and 1,900 additional students. There is also no published data on students using the Utah Fits All scholarship. Our enrollment request is less than 1% of total current enrollment.

School	Grades	Enrollment	Sped	Race	ELA	Math	Science
Crimson Cliffs H	10-12	1,385	8	90	71.1	58	60.9
Crimson Cliffs M	8-9	908	8	89	68.5	81.3	77.7
Dixie Hills High	10-12	1,236	-	-	-	-	-
Dixie Hills Middle	8-9	847	-	-	-	-	-
Dixie High	10-12	1,230	12	69	49.5	23.9	32.5
Dixie Inter	6-7	677	-	-	-	-	-
Dixie Middle	8-9	767	13	68	45.1	41.4	46.9
Hurricane High	10-12	1,174	13	83	54.6	32.7	54.4
Hurricane Inter	6-7	704	15	80	47.7	34.4	47.6
Hurricane Middle	8-9	780	14	80	43.4	31.2	48.7
Lava Ridge Int	6-7	686	18	67	46.6	44.3	62
Millcreek High	11-12	113	35	53	-	-	-
Pine View High	10-12	1,077	13	64	46.9	27.5	40.6
Pine View Inter	6-7	825	-	-	-	-	-
Pine View Middle	8-9	723	15	65	44.8	38.8	48.1
Snow Canyon H	10-12	1,252	12	68	52.1	24.7	41.6
Snow Canyon M	8-9	781	14	64	41.5	38.6	53.6
Sunrise Ridge Inte	6-7	842	13	85	52.4	51.4	61.4
UT Online High	7-12	1,384	12	81	55.3	39.1	40.3
UT Online Lower	K-6	1,802	1	72	70	45	-
Washing Fields	6-7	935	10	89	62.5	64	76.5
21 District schools	K-5, 6-7, 7-8, 10-12	20,128					
Vista Academy	1,088	K-9	14	76	52.3	31.6	54.4
St George Academy	292	7-12	20	72	52.1	36.4	46.4
Valley Academy	365	K-3	18	72	44.1	38.6	47.4
Utah Arts	364	8-12	9	80	51.4	15.7	31.2

Success Academy	309	10-12	1	81	66.7	-	39.3
Mountain Montessori	235	K-7	27	67	30.1	32.3	37.9
G Washington	1,030	K-7	12	75	60.7	52.5	67.7
Freedom Prep	426	K-6	16	81	57.9	55.8	-
9 Charter schools	various	4,109					
UMA HF Campus	6-12	717	17	86	25.3	17.2	33.1
UMA CW Campus	6-12	446	18	50	16.2	11.7	21
UMA Total	6-12	1,163	17	54	-	-	-

- All numbers in columns for ELA, Math and Science are percentages
- Dixie and Pine View are highlighted. These two high schools have JROTC units

The current population of Washington County, Utah is 207,943, as of 2024. This number is projected to grow to 251,600 by 2030, and between 310,000 and 330,000 by 2035.

The largest cities within Washington County are:

St George: 2024 population of 106,288 and projected growth to 121,537 by 2030 and 133,412 by 2035
Washington: 2024 population of 37,371 and projected growth to 40,000 by 2030 and 42,000 by 2035
Hurricane: 2024 population of 26,460 and projected growth to 28,000 by 2030 and 30,000 by 2035

The total combined district and charter student population is 38,505. This represents approximately 18.5% of the total population. It is known that there are fewer births per household, though if the percentage of student aged population drops to 16% per household through 2035, it would project a total student population of approximately 49,600 students, or an increase of over 11,000 students. The student growth will more than support the enrollment requests of the Utah Military Academy St George Campus.

Regarding the homeschool population of between 750 and 1,900 students, it should be noted that families with a total of 72 students have returned to public education, utilizing the UMA Online option, coupled with the Learning Center in St. George. This LC requires live, fully engaged weekly military training. The tutoring component has seen greatly enhance LC attendance for live academic support, as well enhanced online participation. These online students, referred to as Viper Flight, will provide a core enrolment of the proposed St. George Campus.

We are very confident that the current enrollment/participation demonstrates a strong demand for the UMA St George campus. Further, the requested 360 cadet spots are less than 1% of all students, and only 3% of the projected future growth. And there is no option like the Utah Military Academy in Washington County. We are choice manifest!

Our target demographics are very likely to be consistent with the surrounding communities, which is the experience of both Hill Field and Camp Williams campuses.

There are currently no known barriers or risks. We have a facility and enrollment plan in place, which is very reasonable and measured to support expansion over time.

6. Is the charter school operationally successful as measured by several metrics: Debt coverage ratio; AFR, APR and audited financial statements; debt burden ratio; revenues in excess of expenditures; meeting terms of charter agreement; re-enrollment and wait list leading to demand in proposed targeting community

Criteria for a school with more than 750 students enrolled: at least a 105% debt coverage ratio for each of the three years before the request for a satellite.

Per the UCSCB five-year review financial data (attached), UMA has maintained an average unrestricted cash on hand of 72 days.

While UMA's audits showed negative net cash positions and subsequently a debt service ratio below 105%, specific extraordinary issues occurred, which were annotated in the UCSCB's report:

FY 22: -\$245,018 and 85% ratio. UMA transitioned to a new leadership structure at the end of FY 22.

FY 23: -\$776,197 and 73%. While UMA received \$1.2MM in ERC funds, the auditors did not allow the school to book them, and the position was skewed against UMA. With these funds being counted, all positions were within parameters.

FY 24: -\$244,350 and 102%. UMA retained new auditors who did not count 30 June deposits as the funds did not post to UMA's operations bank, MACU, until 2 July. All previous audits counted this deposit, \$1,013,236, as it was in UMA's Zion account before the end of the fiscal year on the audit test date. Further, auditors did not count any federal grant receivables and approved USBE reimbursements that were not yet paid. Previous audits allowed these receivables to be recorded in fund accounting. Federal payments were in the 30 June distribution and were not counted. Again, UMA's positions were within parameters.

UMA has maintained a net lease adjustment ratio (<24%):

FY 22: 24.44%

FY 23: 25.75% Again, UMA could not count its \$1.1M ERC funds, which skewed this reporting.

FY 24: 18.18%

UMA has sustained a reenrollment rate of 79%. Its presence in St George, with 72 students in its hybrid program interested in JROTC, demonstrates strong support for a more substantial UMA presence in Washington County.