



New Satellite School Application (opening fall 2027)

Charter School Name:

Wasatch Peak Academy

Charter School Director:

Amy Pilkington

This request is for: (select one)

<input checked="" type="checkbox"/> Satellite School Grade levels served: <u>K-6</u> Current max enrollment: <u>525 students</u> Current LEA location(s): <u>North Salt Lake, Utah Davis School District</u> Requested grade levels for satellite: <u>K-6.</u> Requested max enrollment for satellite: <u>525</u> Requested location for satellite school: <u>Plain City, Marriott-Slaterville, West Haven, and including unincorporated land between these cities (Weber School District)</u>	<input type="checkbox"/> Large Expansion Grade levels currently served: Grade levels requested for satellite: Current max enrollment: Requested grade levels: Requested max enrollment:
--	--

I certify that this request is being made by the governing board and has been discussed in an open and public meeting.

Marlene Wolfson 10-30-25
Board Chair/Date

Amy Pilkington 10-30-25
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 been resolved by 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. (See, **ATTACHMENT 1**)
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. (See, **ATTACHMENT 2**)
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. (See, **ATTACHMENT 3**)
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. (See, **ATTACHMENT 4**)
5. Provide a 1-3-page market analysis. (See, **ATTACHMENT 5**)
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. (See, **ATTACHMENT 6**)

ATTACHMENT 1

Justification for Satellite

Wasatch Peak Academy (“WPA”) opened its doors in the fall of 2005 in North Salt Lake City. After 20 years of successful operations, WPA is now seeking approval to open a satellite school within Weber County in the Plain City, Farr West, Marriott-Slaterville area. This is not the first time we have considered opening a satellite campus. In 2020, we were approached by the future developer of a nearby master-planned community in North Salt Lake. This developer researched our school and asked our team if WPA would be willing to open a satellite campus within the development to attract new families to the community. After considering the educational benefits for this new community, our board submitted a satellite application to the Utah State Charter School Board (“SCSB”). The application specifically focused on expanding the reach of WPA’s educational program to target the future residents of this new development. On January 12, 2022, our team presented the satellite school application to the SCSB, and the SCSB voted unanimously to approve a WPA satellite school. In the months that followed, the aforementioned developer experienced several setbacks that caused him to halt progress and cancel the project. While WPA still could have opened a satellite campus within North Salt Lake, our board ultimately decided it was in WPA’s best interest to postpone opening a satellite school until a more favorable location could be identified.

While we determined it was not in WPA’s best interest to open another North Salt Lake campus, our governing board and our director have continued to discuss satellite opportunities and seek out communities that would benefit from our program and mission. We have considered the pros/cons of different communities, administrative structures, proximity to WPA, charter saturation, etc. After several years of deliberating, we have located a target area that presents a strong strategic opportunity for a WPA satellite campus; specifically, we are targeting the north/west corner of Weber County and the cities of Plain City, Marriott-Slaterville, and Farr West on the west side of I-15.

There are several factors that have contributed to our decision to apply for a west Weber County satellite school. First and foremost, we believe that our model provides a proven approach that benefits students with our unique focus on academic excellence, service-learning, early advanced classes, and daily Spanish instruction. Second, our target area is one of the few remaining locations in the state without a charter school option. There are no charter schools in Plain City or Farr West, and the one charter school within the target area is located on the east side of I-15 in Marriott-Slaterville near its border with Ogden. Given this educational landscape, a west Weber County satellite campus will provide not just a choice, but a compelling and proven choice in public education for families in the target area. Additionally, WPA’s service-learning component will engage our students with the community and will ultimately contribute to a stronger sense of civic engagement and community ownership. Our daily Spanish instruction is not only unique, but it will provide students with early exposure to another language and will enhance cognitive development. Inasmuch as the target area is situated in the northern Wasatch Front/Weber County growth corridor, WPA’s “small by choice” approach will give members of this community a chance to enroll their children in a school that actively seeks to ensure each child is known, and known well, by multiple adults within the school. This is particularly important for families within the target area where population and classroom sizes continue to grow.

In short, a WPA satellite school will provide residents of the target area with access to high-quality elementary education, stronger community engagement, cultural and linguistic advantages, a smaller school setting, and will expand choice for families. As a governing board, we thank you for your consideration, and we look forward to meeting with you to discuss the benefits of a Wasatch Peak Academy satellite school.

ATTACHMENT 2

Educational Services

Utah Admin. R277-552-6 outlines over 25 separate and distinct requirements that must be met by charter schools seeking an expansion/satellite. One of the primary legal requirements of public schools in Utah is to provide a free public education unless otherwise specified by law. This legal requirement is particularly important for economically disadvantaged students that enroll in any public school.

Accordingly, WPA maintains a Fee Waiver Policy in accordance with state law. In addition, there are a variety of other legal requirements that protect students/parents' rights. For instance, WPA is obligated to protect student privacy and data. Accordingly, WPA provides families with the following notices: Notice of Directory Information, Notification of Rights under FERPA, Notification of Rights under PPRA and Utah FERPA, and Student Data Collection Notice. Our Family Education Rights and Privacy Policy, Student Data Privacy and Security Policy, and Information Technology Security Policy govern student privacy and data protection, and our Data Governance Plan encompasses all aspects of our students' data.

As a Utah public charter school, WPA also has the legal responsibility to provide a safe learning environment for our students. To ensure every WPA student has the opportunity to learn in a safe environment that is free of unnecessary disruption and conducive to the learning process, WPA has adopted a Student Conduct and Discipline Policy and procedures that govern student safety and discipline in accordance with Utah Code Ann. § 53G-8-202 *et. seq.* and Utah Admin. R277-609. Wasatch Peak Academy also adheres to its Staff Code of Conduct Policy which establishes a professional standard of care for preventing and prohibiting sexual conduct between employees and students and regulates behaviors of school employees towards students. Additionally, WPA has adopted and adheres to a Child Abuse and Neglect Reporting Policy and Sexual Abuse and Molestation Prevention Policy which, as required by law, instruct personnel on reporting obligations and procedures; investigation and follow-up responsibilities; signs of abuse; prohibitions on retaliation; employee screening; and training requirements. Lastly, WPA has adopted an Electronic Resources Policy, Bullying & Hazing Policy, and has developed a youth suicide prevention program to further support its efforts to protect students' health and safety.

Wasatch Peak Academy is also required to adhere to certain standards that ensure the school is governed and operated in a responsible and ethical manner. Accordingly, WPA convenes and conducts all board meetings in accordance with the Utah Open and Public Meetings Act to ensure that the board deliberates and conducts its business in the public. When entering into agreements with third parties, WPA follows applicable laws, including but not limited to the Utah Procurement Code, in connection with the procurement of services, supplies, and equipment. To ensure our financial records are managed in accordance with applicable law, WPA uses fund and program accounting methods and standardized account codes capable of producing financial reports that comply with GAAP, reporting requirements, and accounting report standards. WPA's Financial Reporting Policy requires that the school practices sound financial reporting in accordance with state and federal law and applicable accounting standards. In accordance with Utah Admin. R277-113, WPA has adopted, implemented, and made publicly available the fiscal policies governing the use and management of WPA's funds. These policies govern our financial practices, accounting procedures, budgeting procedures, and ethical financial practices.

To ensure ongoing compliance, our board closely monitors and updates our policies, and our director adheres to the corresponding procedures to ensure the operation and delivery of our program remains in compliance.

ATTACHMENT 3

Capacity to Provide Statewide Assessments

Wasatch Peak Academy's administration relies on accurate assessment data to evaluate instructional effectiveness and identify students' learning needs, driving continuous improvement in teaching practices. Our school's administrative leadership team and instructional staff are well-versed in administering the annual standards assessments required by Utah Code Ann. § 53E-4-303 and Utah Admin. R277-404. Our leadership team brings over ten years of experience coordinating, administering, and proctoring state assessments in mathematics, English language arts, science, and writing for the appropriate grade levels.

If this satellite application is approved, each campus will be fully equipped with the necessary testing materials, including login credentials, scratch paper, and assessment booklets, as provided by the Utah State Board of Education (USBE) and designated assessment providers. Our administrative leadership team will ensure timely coordination with these entities so both campuses will have the required materials. The school's lead director will also designate testing sites and procedures, selecting locations that are quiet, comfortable, and free from regular school distractions to create an optimal testing environment.

Adequate staffing is also a priority during testing windows. Our lead director will provide training for all test administrators and proctors, ensuring that staff members understand testing procedures, security requirements, and proper incident management. Training will also cover verifying student identities, maintaining test security, and following state and school protocols. A detailed testing schedule will be developed to align with state deadlines, specifying which students and staff are assigned to each assessment session. All testing materials will be distributed and collected securely, with clear procedures in place to prevent cheating or tampering.

Wasatch Peak Academy's leadership team will also ensure that students requiring accommodations under IEPs or IDEA receive the appropriate supports. Continuous review and evaluation of our testing process will allow WPA to refine procedures and maintain a fair, consistent, and secure assessment experience for all students.

ATTACHMENT 4 Special Populations

Wasatch Peak Academy's special populations, including students with disabilities and English Language Learners, receive evidence-based instruction tailored to their individual needs as required by law. To meet our obligation to provide this evidence-based instruction, WPA uses a Multi-Tiered Systems of Support approach. All students at WPA have equal access to quality Tier I instruction. This core Tier I instruction aligns with our academic focus and commitment to effective teaching strategies. All students are taught using and have access to evidence-based curriculum and materials.

Wasatch Peak Academy's approach to providing evidence-based instruction ensures: (i) that learning goals will be performance-based which will contribute to increased student learning by focusing instruction on targeted outcomes; (ii) that learning goals will be based on high academic standards and measured regularly; (iii) that instruction will be task-oriented and will emphasize work completion; (iv) that accelerated curricular opportunities will be identified and made available to students; and (v) that data informs our decision-making and assists our efforts to diagnose learning needs and degrees of mastery.

Students at WPA that are identified as part of special populations and other students at risk of academic failure also participate in Tier 2 instruction as part of an RTI program. These targeted interventions are provided using evidence-based instruction and strategies that have demonstrated effectiveness in improving academic and behavior outcomes for students with disabilities, students who are English Language Learners, and students who are affected by poverty.

Students identified as members of special populations also receive Tier 3 instruction. This instruction includes research-based interventions that address the unique needs of students in special populations. These tier 3 interventions are based on assessment data for each individual student and can be flexible and are modified based on specific student need and growth.

Special Education instruction is provided according to each student's Individualized Education Program (IEP), and targeted instruction for English Language Learners, identified by WIDA, is provided by our teaching staff which is specifically trained and licensed in those specialized areas of instruction.

For students with disabilities (IEPs and 504s), an individual plan is created with a team, including parents or caregivers, to outline the specific needs of each student and how WPA staff will use evidence-based interventions, accommodations, and instructional strategies to support each student's growth and learning.

Specialized language support is provided for students identified as English Language Learners. Wasatch Peak Academy uses evidence-based strategies such as, sheltered instruction, language support programs, and specialized instruction by a highly qualified teacher who provides specific language instruction to those students.

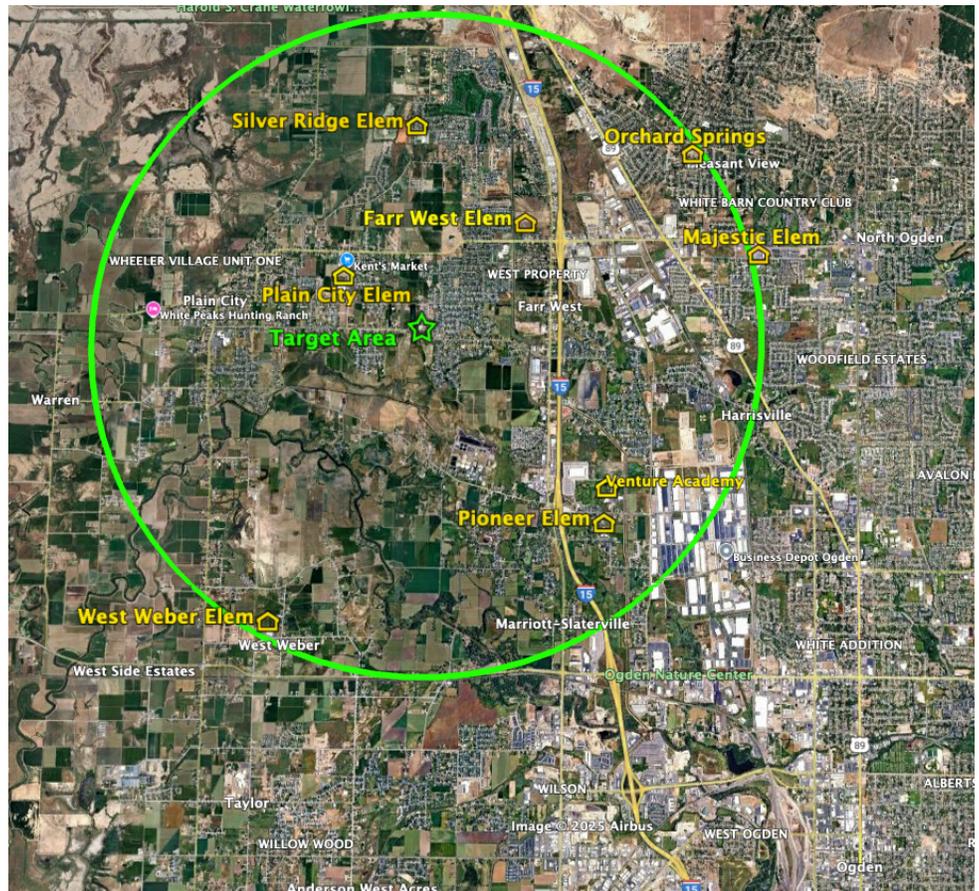
All tiers of instruction conduct ongoing assessments and progress monitoring, including state mandated assessments, to track the development of students with disabilities, English Language Learners, and students affected by poverty. Data-driven decision-making about instruction and interventions are an integral part of our focused effort to adjust instruction and ensure each student's academic growth.

ATTACHMENT 5 Market Analysis

Target Area Description

The general target area for our satellite campus is the north/west corner of Weber County within the cities of Farr West, Marriott-Slaterville, and Plain City. Situated within the boundaries of Weber School District, this area supports a population of approximately 20,000 residents and comprises the northern reach of the Weber-Davis growth corridor. For purposes of this analysis, we have placed the center of our target area at the crossroads of 1975 N and 3000 W, Plain City, and we have focused on data from the eight elementary schools that are situated within a three-mile radius of this crossroads.

Weber School District currently serves 14,966 K-6 students, and 32% of the district's total K-6 population attend elementary schools located within our target area.¹ The elementary schools within the target area include Farr West School, Majestic School, Orchard Springs School, Pioneer School, Plain City School, Silver Ridge Elementary, West Weber School and Venture Academy charter school. According to the USBE's SY2026 fall enrollment report, 17% of students residing in the target area are racial/ethnic minorities, 18% are economically disadvantaged, 3% are English Language Learners, and 15% are students with disabilities.² Wasatch Peak Academy's current enrollment is slightly more diverse than the target area's reported student demographics. Specifically, WPA's population is comprised of 32% racial/ethnic minorities, 15% economically disadvantaged student, 2% English learners, and 18% students with disabilities.



As noted above, the communities within our target area (Plain City, Farr West, and Marriott-Slaterville) fall within the northern portion of the Weber-Davis growth corridor. The Utah Department of Transportation estimates that over the next 25 years, the number of homes in western Weber and Davis counties will increase by 74%.³ In the near term, the Weber-Davis growth corridor is projected to add an

¹ Utah State Board of Education. *Fall Enrollment by Grade Level and Demographics, October 1, 2025, School Year 2026.*

² *Id.*

³ Utah Department of Transportation. *West Davis Project Overview; About SR-177, <https://westdavis.udot.utah.gov/project->*

ATTACHMENT 5 Market Analysis

average of 10,000 new residents per year for the next four years according to a 2024 Weber/Davis County demographic and economic research brief published by the Kem C. Gardner Policy Institute.⁴

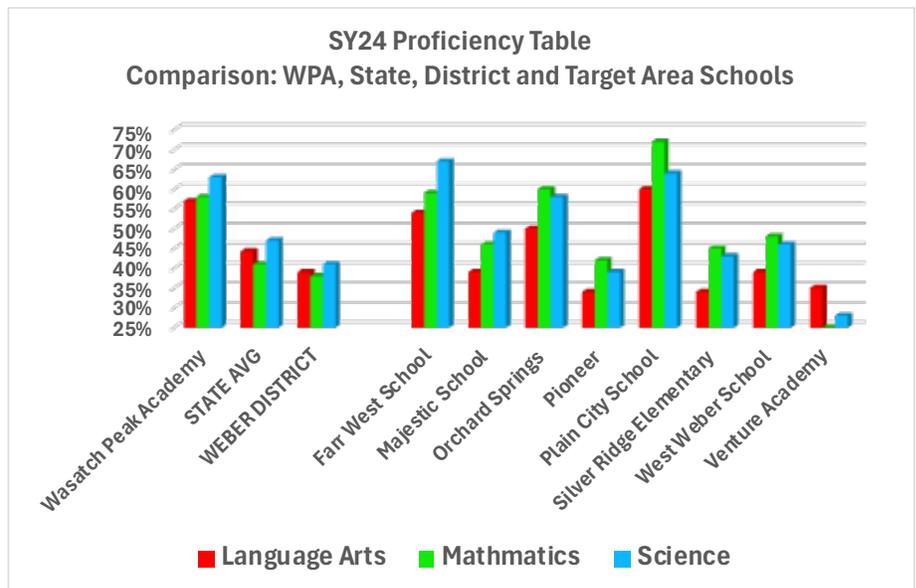
The population growth in the western portion of Weber County is reflected in our target area’s elementary school enrollment. While 32% of Weber School District’s K-6 enrollment comes from schools within our target area, five of the district’s ten largest elementary schools can also be found within our target area.⁵ These five schools alone account for 21% of Weber School District’s total K-6 enrollment.

Educational Landscape

As noted above, there are eight public schools serving students within our target area, and these eight schools enroll 4,726 K-6 students. There are no charter schools in Plain City or Farr West, and the one charter school within the target area, Venture Academy, is located on the east side of I-15 in Marriott-Slaterville near its border with Ogden.

Weber School District has done a commendable job educating students in our target area. As a result, the district has garnered a wonderful reputation and cultivated a community that has high expectations for its public schools. We are excited to add WPA’s educational program to the offerings available to families in the target area, and we are confident that we can make a positive impact on the educational landscape in west Weber County. The proficiency table below compares WPA’s academic performance to the performance of the state, Weber School District, and the schools within our target area. On average, WPA’s proficiency rates exceed the target area schools’ rates by 14 percentage points in language arts, 8 percentage points in mathematics, and 14 percentage points in science.

A comparison of the proficiency data of our current campus to its closest surrounding schools illustrates WPA’s capacity to improve student outcomes even within a high performing district. When compared to our surrounding schools in Davis School District, WPA’s proficiency rates exceed the average of the surrounding schools’ proficiency rates by 15 percentage points in language arts, 18 percentage points in mathematics, and fall .8 percentage points below surrounding schools’ proficiency in science.⁶



[overview/](#).

⁴ See, Kem C. Gardner Policy Institute. April 2024. *Weber and Davis Counties: Demographic and Economic Profile*.

⁵ Largest K-6 schools in Weber School District by enrollment: Freedom, Kaneshville, Bates, *Majestic, *Farr West, *West Weber, *Plain City, *Silver Ridge, Uintah, Burch Creek. (Note: * indicates schools that fall within target area).

⁶ Schools referenced include the following: Foxboro, Odyssey, Woods Cross, Bountiful, Boulton, Adelaide, Orchard, North Star and Newman elementaries. Proficiency data source: Utah State Board of Education, Data Gateway, *Student Proficiency Results*, <https://datagateway.schools.utah.gov/Assessment/StudentProficiency/2024/StudentProficiencyPublic>

ATTACHMENT 5

Market Analysis

Conclusion

The northwest portion of Weber County, specifically Farr West, Plain City, and Marriott-Slaterville, represents one of the fastest-growing regions in the Weber-Davis corridor. With approximately 20,000 current residents and projections of a 74% increase in housing over the next 25 years, our target area should see sustained population and classroom growth in the short- and long-term. Currently, the target area accounts for 32% of Weber School District's K–6 population, including five of the district's ten largest elementary schools, demonstrating both current and future capacity pressures. Student demographics within the target area include a broad range of learners, and WPA has demonstrated its capacity to improve student outcomes within a similarly diverse student population. Wasatch Peak Academy has the curriculum, practices, assessment systems, and a reputation for academic excellence that will attract families and contribute to the successful opening and operation of a new WPA campus in west Weber County. Our new campus will offer families a compelling and proven choice in public education and will distinguish itself from neighboring schools by offering a “small by choice” classroom environment within a community that is experiencing significant population and classroom size growth. As a governing board and administrative team, we believe that WPA's emphasis on educational excellence, service-learning, daily Spanish instruction, and early advanced classes will drive student performance, parent interest, and ultimately lead to the success of our new school.

ATTACHMENT 6 Operational Success

At WPA, we are proud of our track record of operational and academic success. For purposes of this application, and in accordance with Utah Admin R277-552(7), a charter school is considered “operationally successful” if it meets certain criteria. The criteria listed in SCSB’s *New Satellite School or Large Expansion Application* are addressed below:

Debt Coverage Ratio: Wasatch Peak Academy has maintained at least a 110% debt coverage ratio for each of the three years before this request for a satellite.

FY25: 3.25
FY24: 4.14
FY23: 3.95

Financial Viability: Wasatch Peak Academy has a long history of financial stability. This stability/viability is demonstrated in our AFR, APR and audited financial statements.

Lease-Adjusted Debt Burden Ratio: Wasatch Peak Academy has maintained a net lease-adjusted debt burden ratio of under 25% for each of the last three years.

FY25: 9%
FY24: 8.8%
FY23: 9.8%.

Revenues Exceeding Expenditures. Wasatch Peak Academy meets the requirement that revenues exceed expenditures in three of the past four years.

FY25: Revenues exceeded expenditures by \$1,900,227
FY24: **Expenditures exceeded revenues* by \$643,279
FY23: Revenues exceeded expenditures by \$599,204
FY22: Revenues exceeded expenditures by \$426,300

*Note: FY24 expenses include \$1.48 million of construction expenses which were reimbursed in November 2024 via bonds financed through the Utah Charter School Credit Enhancement Program. This accounts for the large discrepancies between FY24 and FY25. On a full accrual basis, WPA saw a healthy increase in fund balance for both FY24 and FY25 fiscal years.

Charter Agreement. Wasatch Peak Academy is meeting the terms of its charter agreement with the Utah State Charter School Board.

Re-Enrollment Rate. Wasatch Peak Academy has maintained a re-enrollment rate of at least 80% for each of the last three years.

FY26: 91%
FY25: 92%
FY24: 96%.