

Thomas Edison Charter Schools Governing Board Meeting

March 11, 2026 5:30 P.M.

Edison South: 1275 W 2350 S, Nibley, UT 84321

Mission: *We provide all students the fundamental knowledge, tools, and discipline to become successful, reputable citizens in our country and to become high achievers in our ever evolving, demanding and complex society.*

Agenda:

Conducting: Lindsey

Pledge of Allegiance: Ryan Reeves

- 1 5:30 Adoption of Agenda
- 2 5:31 Public Comment
- 3 5:33 Approval of Minutes
- 4 5:35 Jim Peterson: TECS Philosophy
Financial Report
Legislative Update
- 5 5:50 Angela Williams: LAND Trust Plan approvals
Gifted and Talented Grant
- 6 6:00 Board Training - Brian Carpenter Podcast #11 All in the Family: nepotism
- 7 6:08 Board Training Discussion: Policies & Procedures Section 4000 (Curriculum & Instruction); Teacher Handbook
- 8 6:20 Pre-ACT results: Jamin Bingham
- 9 6:25 Principal Evaluation Policy #1402: Jamie Lewis
- 10 6:28 Principal contract renewals: Lindsey Fowers
- 11 6:33 Principal Reports: Melani Kirk & Brad Larsen
- 12 6:43 Vendor & Personnel Requests: Melani Kirk & Brad Larsen
- 13 6:50 Adjourn

Electronic Participation:

<https://meet.google.com/qxb-vpju-btx>

Or dial: (US) +1 574-213-7511 PIN: 544 655 309#

July – December Governing Board meetings will be at Edison North.

January – June Governing Board meetings will be at Edison South.

In compliance with the Americans with Disabilities Act, persons requiring assistance or auxiliary services for these meetings should contact Nichole Knudson 435-752-0123.

SCHEDULE A

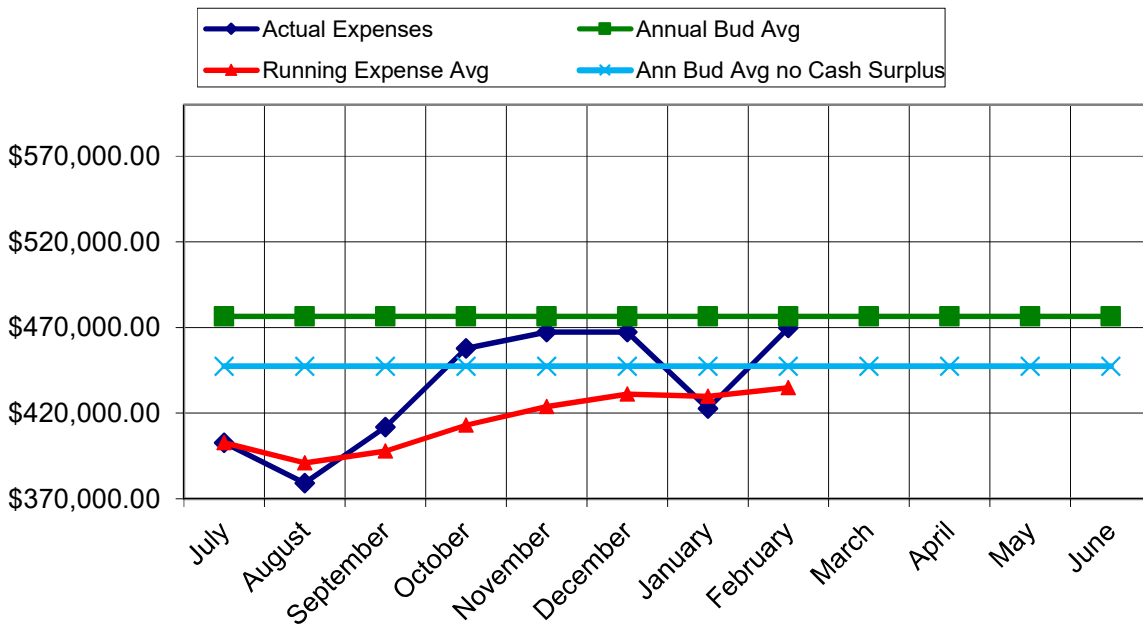
Name of Charter School:	Thomas Edison Charter School
Location of Charter School:	The charter schools shall be established in North Logan and Nibley, located within the Cache County School District, which is material to its authorization.
Charter School's Mission Statement:	<p>We provide all students the fundamental knowledge, tools, and discipline to become successful, reputable citizens in our country and to become high achievers in our ever evolving, demanding, and complex society.</p> <p>The mission is carried out through a stimulating academic curriculum, focused on elemental skills development, in a structured classroom environment, with strong parental involvement.</p>
Charter School's Purpose:	To improve student learning by implementing a program that supports high expectations through challenging curriculum, a positive environment, committed families, and skilled staff.
Key Elements of the Charter School:	<p>High Expectations</p> <ul style="list-style-type: none"> • Student achievement rises to meet high expectations. • High expectations for students, teachers and parents guide all facets of the school and are consistent across classrooms and grade levels. These expectations prepare students for the outside world by challenging them to compete for the achievement of standards in the classroom. <p>Challenging Curriculum</p> <ul style="list-style-type: none"> • The purpose of Thomas Edison Charter School's curriculum is to equip students with the necessary skills to become decision makers, problem solvers, and lifetime learners. • TECS implements an advanced, sequential curriculum focused on elemental skill development, utilizing direct, explicit instruction. • The curriculum adopted by Thomas Edison Charter Schools is designed to: <ul style="list-style-type: none"> ◦ Train and discipline the intellect; ◦ Teach basic skills and knowledge; ◦ Follow sequential, elemental skill development; ◦ Utilize direct, explicit instruction; ◦ Follow research-based, validated instructional approaches; ◦ Be taught at an advanced level and pace which meets the needs of advanced learners while challenging average learners to achieve at a higher level. Extra support is given to struggling students.

Thomas Edison Charter School (North)

Monthly Expenditures for FY26 (July '25 - June '26)

Month	Total Expenses	Comments
July	\$402,722.91	
August	\$379,182.61	
September	\$411,793.61	Annual Audit \$4,200
October	\$457,823.17	
November	\$467,293.83	
December	\$467,293.82	Health insurance switch & catch up of months
January	\$422,713.48	
February	\$469,734.21	
March		
April		
May		
June		
Running Total	\$3,478,557.64	
Running Average	\$434,819.71	
Annual Budget Monthly Avg	\$476,385.52	
Ann Bud Mon Avg w/o Cash Surplus	\$447,406.72	
Cummulative Surplus / (Deficit)	\$332,526.48	

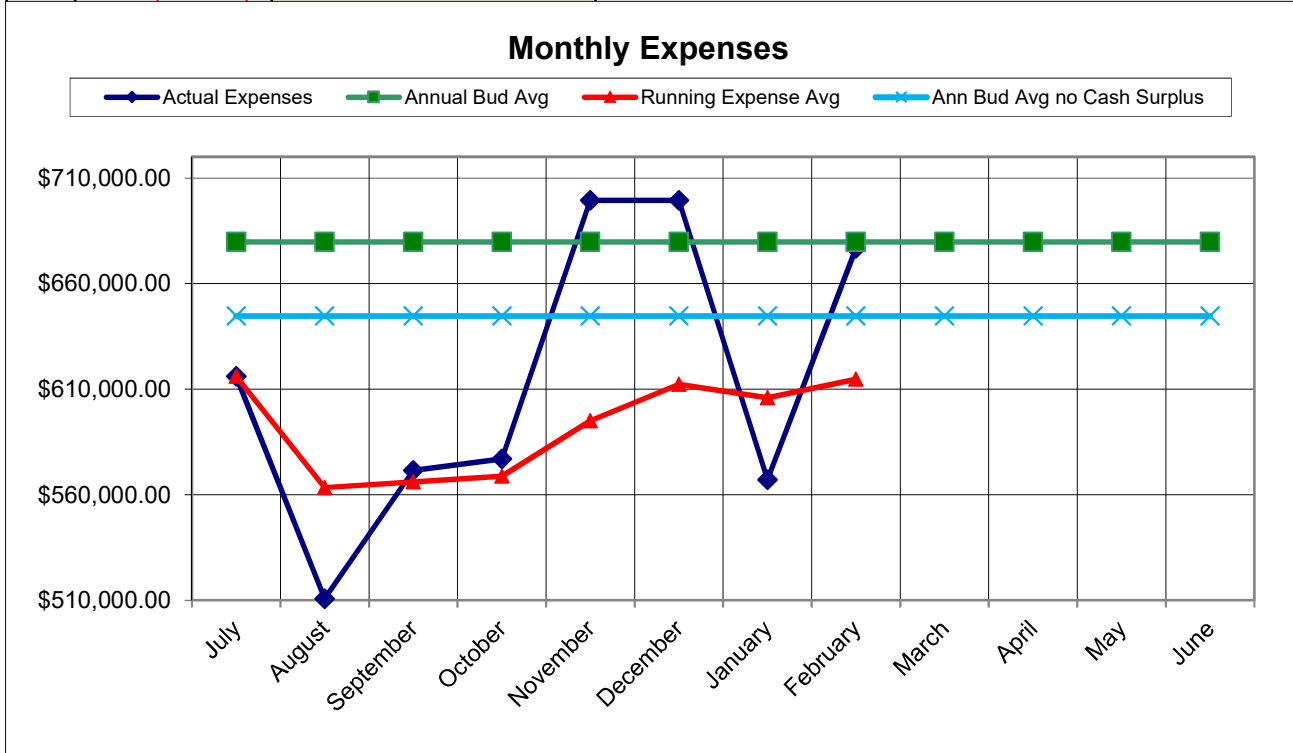
Monthly Expenses



Thomas Edison Charter School - South

Monthly Expenditures for FY26 (July '25 - June '26)

Month	Total Expenses	Comments
July	\$616,008.13	
August	\$510,756.66	
September	\$571,461.84	Annual Audit \$4,200
October	\$576,958.83	
November	\$699,381.00	
December	\$699,380.99	Health Insurance switch -- & catch up of months
January	\$567,077.78	
February	\$676,617.26	
March		
April		
May		
June		
Running Total	\$4,917,642.49	
Running Average	\$614,705.31	
Annual Budget Monthly Avg	\$679,681.00	
Ann Bud Mon Avg w/o Cash Surplus	\$644,624.02	
Cummulative Surplus / (Deficit)	\$519,805.54	





Number	Title	Bill Sponsor	Description	Sug Pos	House Comm	House Floor	Senate Comm	Senate Floor
House Bills								
HB 1	Public Education Base Budget Amendments	S. Whyte	This bill supplements or reduces appropriations otherwise provided for the support and operation of public education for the fiscal year beginning July 1, 2025 and ending June 30, 2026 and appropriates funds for the support and operation of public education for the fiscal year beginning July 1, 2026 and ending June 30, 2027. WPU initially set to \$4,870.	S	NA	71-0-4	NA	28-0-1
HB 042 S3	School Cybersecurity Amendments	R. Wilcox	This bill directs the State Board of Education to establish minimum cybersecurity standards for local education agencies.		9-0-2	70-2-3	3-0-4	
HB 043 S1 & 044 S7	School Security Amendments & Personnel Standards	R. Wilcox	These bills create the School Safety Support Program to provide funding for school safety requirements and infrastructure.		10-0-1, 9-0-2	25-47-3, 71-0-4	4-0-2	24-1-4
HB 95	Public Employee Gender-specific Language Requirements	N. Peck	This bill: ▶ prohibits the State Board of Education, a local education agency, or a public employer from taking disciplinary action against an employee for using gender-specific language in certain circumstances; ▶ requires a public employer that has a rule or policy requiring an employee to use gender-specific language to accommodate another individual to exempt the employee from disciplinary action in certain circumstances;					
HB 143 S1	Special Education Amendments	K. Peterson	This bill: ▶ requires a local education agency to give written notice to a parent of an eligible student under certain circumstances, and ▶ enacts a certain certain exclusion related to the notice requirement;		10-0-5	71-1-3	7-0-0	25-0-4, 23-0-6
HB 180 S2	Dangerous Weapons at Daycares and Schools	A. Stoddard	This bill: ▶ clarifies that an individual who has a concealed carry permit may not open carry a dangerous weapon on the grounds of a daycare or a public or private elementary school or secondary school unless the individual is lawfully responding to an active threat;					
HB198	Educator Salary Adjustment	J. Arthur	This bill: ▶ repeals a provision that makes the amount of the educator salary adjustment dependent on the operation of the Utah Fits All Scholarship Program; and ▶ makes technical changes.					
HB 241 S3	Charter School Amendments	C. B. Pierucci	This bill: ▶ gives charter schools the first option to purchase decommissioned school property; ▶ establishes restrictions on charter school resale of acquired property; ▶ requires charter school governing board members to take an oath of office; ▶ clarifies that charter schools are public schools; ▶ replaces the Charter School Revolving Account with the Charter School Revolving Fund;		8-4-3	46-22-7	3-1-3	10-17-2
HB 273 S2	Classroom Technology Amendments	A. Defay	This bill requires the State Board of Education to create model policies on the use of technology and artificial intelligence in a public school classroom.		10-0-5	68-1-6, 62-6-7	3-2-2	17-9-3
HB 312 S2	School Curriculum and Standards Modifications	K. Hall	This bill modifies requirements for standards studies education in elementary and secondary schools.		13-1-1	51-17-7, 65-3-7	3-0-4	19-5-5
HB 317 S1	Social Health in Public Education Curriculum	K. Ivory	This bill includes instruction in social health within the required health curriculum in the public education system.		8-4-3			
HB350	Foods Available at Schools Amendments	K. Chevrier	This bill: ▶ amends the list of prohibited food additives; ▶ adds an exception related to food that is donated; ▶ removes an exception related to small schools;		11-0-3	67-1-7	5-1-1	
HB 351	School Vision Screening Amendments	H. Hguyen	This bill: ▶ requires a local education agency to follow up with a parent after a student fails an initial vision screening; ▶ allows certain entities to reach out to a student's parent after the student fails a vision screening;		14-0-1	69-1-5	5-0-2	21-0-8
HB 374 S2	Speech, Language, and Hearing Occupations Licensing Amendments	M. Ballard	This bill modifies the regulations for hearing professionals.		11-0-5	69-0-6, 69-1-5	7-0-1	27-0-2, 23-0-6
HB 393 S2	Early Intervention for Dyslexia Amendments	A. Defay	This bill creates the Dyslexia Screening Pilot Program.		11-0-3	67-1-7	3-0-4	25-0-4
HB 418	School Class Size Amendments	J. Teuscher	This bill: ▶ establishes a class size limitation; ▶ allows for a certain variance from the class size limitation; and ▶ provides certain rulemaking authority to the State Board of Education.					
HB 440 S2	School Lunch Amendments	T. Auxier	This bill: ▶ requires local education agencies to establish a share table program; ▶ requires elementary schools and school community councils to hold an annual school lunch planning meeting; ▶ creates a school lunch target goal; ▶ requires the State Board of Education to research best practices related to school lunch; ▶ creates certain requirements regarding recess in an elementary school;		7-5-3	50-18-7		
HB 518 S1	School Curriculum Amendments	D. Welton	This bill modifies requirements for social studies education in elementary and secondary schools.		8-0-7	66-1-8		
HB 532	Student Health and Wellbeing Amendments	L. Monson	This bill creates the School-based Behavioral Health Pilot Program.					

Color Key #1

	High interest to TECS
	Moderate interest to TECS
	Watch list (may/may-not apply to TECS)

Color Key #2

	Passed this hurdle
	Partially through legislative process
	Failed, tabled, or not considered

Senate Bills



Number	Title	Bill Sponsor	Description	Sug Pos	House Comm	House Floor	Senate Comm	Senate Floor
SB 2	Public Education Budget Amendments	H. Balderree	This bill supplements or reduces appropriations otherwise provided for the support and operation of public education for the fiscal year beginning July 1, 2025, and ending June 30, 2026, and appropriates funds for the support and operation of public education for the fiscal year beginning July 1, 2026, and ending June 30, 2027.		NA	70-1-4	NA	23-6-0
SB 17	Credit Card Processing Fees Amendments	R. Winterton	This bill: ▶ permits a state institution of higher education or a local education agency to pass on to a person making an electronic payment the fee charged by a credit card company or a processing agent for processing the electronic payment.		6-0-6	28-43-4	3-2-2	23-1-5, 29-0-0
SB 52	Substitute Teacher Requirements Amendments	L. Fillmore	This bill removes the requirement for a teaching license for a long-term substitute.		10-1-4	67-0-8	4-0-3	21-6-2, 26-1-2
SB 58 S5	Public School Attendance Amendments	L. Fillmore	This bill establishes comprehensive student attendance monitoring, chronic absenteeism supports, and accountability requirements for local education agencies.		12-0-3	48-22-5	3-1-3	26-0-3, 29-0-0, 26-0-3
SB 62 S3	School Funding Amendments	L. Fillmore	This bill changes the flexible allocation to teacher and classroom salary support.		11-0-4	65-1-9	4-2-1	18-10-1, 17-12-0
SB 69 S1	School Device Revision	L. Fillmore	This bill establishes the default standard device use from prohibited during instructional time to prohibited during the school day.		8-3-4	46-21-8	6-1-0	26-0-3, 27-1-1
SB 75	Educator Salary Adjustment Eligibility	C.R. Musselman	This bill: ▶ adds school nurses to the list of employees who are eligible to receive the educator salary adjustment;		11-0-4		5-0-2	23-0-6, 28-0-1
SB 81 S3	Dyslexia Testing Amendments	J. Plumb	This bill addresses dyslexia assessment and diagnosis.		11-0-3	63-1-11	3-0-4	26-0-3, 24-0-5
SB 88	School Technology Amendments	L. Fillmore	This bill: ▶ at parent request, requires the use of a specific content filtering system; ▶ requires the use of a parent monitoring system; and ▶ makes technical and conforming changes.		8-2-5	56-5-14	3-1-3	21-2-6, 21-6-2
SB 119 S4	School and Classroom Amendments	L. Fillmore	This bill: ▶ directs the State Board of Education to develop open educational resources aligned with Utah core standards; and ▶ provides for reporting on curriculum development and implementation		5-7-3		4-2-1	22-4-3, 25-2-2
SB 131	Charter School Eligibility	H. Balderree	This bill: ▶ expands charter school enrollment preference to certain students within the boundaries of a political subdivision;		10-1-4	49-11-15	7-0-0	24-1-4, 22-3-4
SB 159	Dyslexia Screening Amendments	K. Riebe	This bill: ▶ requires certain school districts to screen certain students for dyslexia; ▶ requires a regional education service agency to screen certain students for dyslexia; ▶ allows a parent to request dyslexia screening for the parent's student in certain situations; ▶ allows a charter school to screen certain students for dyslexia; and ▶ requires the state board to: •distribute funds the Legislature appropriates; •provide dyslexia screening for certain students; and •make relevant administrative rules.					
SB 186 S2	Charter School Base Funding Amendment	H. Balderree	This bill: ▶ requires a study of charter school administrative costs and funding options; ▶ establishes a charter school base funding study group with specific membership; ▶ requires the study group to examine charter school administrative costs and funding options and that charter schools are public schools; ▶ directs the State Board of Education to report to the Legislature by December 1, 2026; ▶ requires charter school governing board members to take an oath of office;; ▶ replaces the Charter School Revolving Account with the Charter School Revolving Fund;		9-0-6	71-1-2	4-1-2	17-8-4, 15-10-4
SB 241 S1	Early Literacy	A. Millner	This bill establishes a framework of literacy interventions in kindergarten through grade 3 within the public education system.		9-2-4	62-7-6	6-1-0	27-1-1, 24-1-4
SB 253	Library Materials Amendments	M. McKell	This bill enacts provisions related to requirements in a public school library.				3-2-2	
SB 267 S5	Software in Education Amendments	K. Cullimore	This bill requires the State Board of Education (state board) to study best practices regarding the use of software in public schools		9-0-6	65-1-9	5-1-1	23-3-3, 24-3-2
SB 268 S1	Religious Curriculum in Schools	T. Weiler	This bill: ▶ amends curricula requirements to address religious liberty; ▶ amends requirements for higher education graduates; and ▶ makes technical and conforming changes.		10-0-5	57-15-3	5-1-1	20-6-3, 20-6-3
SB 312 S1	Educator License Amendments	J. Johnson	This bill modifies provisions relating to educator license discipline and restrictions on employment and volunteer service.		7-3-5	45-22-8	4-1-2	18-10-1, 16-11-2

Color Key #1

	High interest to TECS
	Moderate interest to TECS
	Watch list (may/may-not apply to TECS)

Color Key #2

	Passed this hurdle
	Partially through legislative process
	Failed, tabled, or not considered

School LAND Trust Plan 2026-2027 - Thomas Edison - North

Goal #1 Goal Statement

By the end of 26-27, our K - 5 students will show an average of one year of growth, (or more), on their phonograms (phonics), and spelling, as assessed by the in-house monthly phonogram test, Acadience Reading scores, and the Morrison/McCall spelling assessment.

Academic Area/close

Refer to [R277-477-4](#) for a list of priority academic areas. A council may, supported by a council's data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don't have a corresponding measurement, the plan may be sent back for edits.*

Priorities

- College and Career Readiness (*secondary schools only*)
- English/Language Arts
- Graduation Rate Increase (*secondary schools only*)
- Mathematics
- Science

Other Academic Areas in Core Standards

- CTE (Career and Technical Education)

- Educational Technology/Library/Media
- Financial Literacy
- Fine Arts
- Health
- Physical Education
- Social Studies
- Technology
- World Languages

Measurements

In our January 29, 2026, meeting, the LAND trust committee reviewed Acadience Reading and Acadience Math scores to identify our areas of highest need.

Our Kindergarten overall proficiency rate for Acadience Reading was 58% at EOY 24-25. The state average at this time was 77.9%. It was 82% at EOY 23-24 (when the state average was 78.2%). This was obviously a major concern. Our other tested grades (1st, 2nd, and 3rd) are all above state averages for the End of Year 24-25 testing. However, due to our Kindergarten proficiency rate being above the state average in 23-24, and then dropping so sharply, we felt that elementary literacy was a main concern.

We will use EOY Acadience Reading data at the EOY period for 26-27 for both our school and the state to measure this goal. Overall proficiency rates for Acadience Reading will be tallied for K, 1, 2, and 3 at Thomas Edison Charter School North. These numbers will then be compared to overall state averages to see if we were able to score above the state averages. We will also measure this goal by measuring growth on the monthly Spalding Spelling scale, and our in-house monthly phonogram test in grades 1 - 5. We will compare the average scores from the beginning of the year to the end of the year to ensure that students are making more than one year's worth of growth in these areas.

Action Plan Steps and Expenditures

1. Newly-hired teachers and aides are funded by School LAND Trust money to take the Reading Foundations course taught by Spalding Certified Instructors. This course will be taught during June 2026.

2. After successfully implementing Reading Foundation instructional principles for one year, teachers and aides are funded by School LAND Trust money to take the Essential Strategies for Writing and Reading course taught by Spalding Certified Instructors. This course will be taught during June 2026.

3. After successfully implementing the Spalding program for two years, elementary teachers are funded by School LAND Trust money to take one of the two courses for a second time to refine their instructional practices. We also offer this option to other experienced teachers to continue to hone their skills.

4. Following the completion of these Spalding courses, teachers receive a stipend funded by the School LAND Trust money. (\$8,000)

5. Participation in Spalding courses requires participant workbooks and other related materials. The school will purchase these materials with LAND Trust funds.

6. Elementary teachers need an annual subscription to the online Spalding Resource Center (SRC) to implement effective Spalding instruction. The school will use LAND Trust funds to purchase this annual online subscription. (\$3,000)

7. Effective Spalding instruction requires fully trained aides and teachers. The school will use a portion of the LAND Trust funds toward aide and/or teacher salaries. (\$39,614.09)

Category	Description	Estimated Cost		
Total:		\$43,039.56		
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action Step 4 & Action Step 7	\$39,614.09	Edit/Cancel Save	Delete
Books, Ebooks, online curriculum/subscriptions	Action Step 6	\$3,000.00	Edit/Cancel Save	Delete

Goal #2
Goal Statement

By the end of school year 26-27, TECS North will increase our percentage of 3rd through 8th-grade students who are proficient on the RISE test, as measured from EOY 25-26 to EOY 26-27.

Academic Area

Refer to [R277-477-4](#) for a list of priority academic areas. A council may, supported by a council's data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don't have a corresponding measurement, the plan may be sent back for edits.*

Priorities

- College and Career Readiness (*secondary schools only*)
- English/Language Arts
- Graduation Rate Increase (*secondary schools only*)
- Mathematics
- Science

Other Academic Areas in Core Standards

- CTE (Career and Technical Education)
- Educational Technology/Library/Media
- Financial Literacy
- Fine Arts
- Health
- Physical Education
- Social Studies

- Technology
- World Languages

Measurements

When comparing our RISE scores to those of the state averages, we are above in some areas, but below in others. In Science, our 4th and 5th-grade scores are right at the state average (50% and 49%, respectively). In middle school, we are above the state averages, but not by much (In 6th-grade, we are ahead by 13%, in 7th-grade, we are only ahead of the state average by 2%, and in 8th-grade, we are ahead by 10%).

In math, we are ahead in all areas, but not as much as we would like to be. In 3rd grade, we are ahead by 9%, 4th shows us ahead by 7%, 5th is 6%, 6th is 25%, 7th is 18%, 8th is 17%, and Secondary Math 1 is 11%. While we are happy to be ahead in math, we could always be improving in this area (particularly on those grades that are only ahead by single digits).

With ELA, we are ahead in every grade except for one, 5th-grade, where we scored 42% proficient, and the state scored 43% proficient. We were ahead in other grades. Third grade was 8% ahead, fourth was 7% ahead, sixth was 12% ahead, seventh was 14% ahead, and eighth was also 14% ahead. The higher grades seem to do better for us with RISE testing.

We do not see ourselves as a school that would score below the state average. The fact that we have some areas where this is true, and others that are close, shows us we need to continue to improve, and this is a critical academic need.

Action Plan Steps and Expenditures

1- We will look at data to decide which groups and which particular students have the highest need to work with additional aides.

2 - We will hire additional aides to assist both in the classroom as well as in MTSS for the 26-27 school year. (\$43039.55)

3. Hired aides will assist in classrooms, as well as in the MTSS program with students who need additional academic support.

Category	Description	Estimated Cost
	Total:	\$43,039.55

Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action Step 2	\$43,039.55	Edit/Cancel Save	Delete
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Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Total:	
	\$85,653.64
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$82,653.64
Books, Ebooks, online curriculum/subscriptions	\$3,000.00

Funding Estimates – Please Update

Estimates	Totals
Carry-over from 2024-2025	\$0.01
Distribution for 2025-2026	\$76,033.65
Total Available Funds for 2025-2026	\$76,033.66
Estimated Funds to be Spent in 2025-2026	\$
Estimated Carry-over from 2025-2026	\$0.00
Estimated Distribution for 2026-2027	\$85,653.64
Total Available Funds for 2026-2027	\$85,653.64
Summary of Estimated Expenditures for 2026-2027	\$85,653.64
Estimated Carry-over to 2027-2028	\$0.00

Publicity

[Click here to order free stickers for identifying School LAND Trust purchases such as books or computers.](#)

The following items are the proposed methods of how the Plan would be publicized to the community:

- Letters to policymakers and/or administrators of trust lands and trust funds
- Other: Please explain
- School assembly
- School marquee
- School newsletter or website
- Social Media
- Stickers that identify purchases made with School LAND Trust funds

Council Plan Approval

Please indicate the voting results to approve this school plan.

Number Approved 8

Number Not Approved 0

Number Absent 2

Date: Jan 29, 2026

- This form is ready for display on the public website. Spelling and grammar have been checked. There is no student data included.

COUNCIL SIGNATURE FORM

TECS | Edison North | 2025-2026

Signature Information

School councils (**School Community Council** for district schools and **Charter Trust Land Council** for charter schools) were created to engage parents in decision-making, foster collaboration, improve student education, ensure responsible School LAND Trust (SLT) Program fund use, and raise awareness of Utah Trust Lands.

Your signature confirms your active participation in the council's SLT Program responsibilities:

- Implementing the current year's SLT plan (e.g., attending meetings, providing input, budget review).
- Developing the upcoming year's SLT plan (e.g., discussions, data review, academic area selection, goal/action step/expenditure creation, voting).

This form also allows you to provide feedback to your local board for their review during plan approval. Thank you for your participation!

Council Signatures

(add or remove rows as needed)

Printed Name	Role (P = Parent, SE= School Employee, PR= Principal, O = Other)	Were you involved in implementing this year's plan?	Were you involved in creating next year's plan?	Signature	Date
Brad Larsen	PR	<input checked="" type="radio"/> YES <input type="radio"/> NO	<input checked="" type="radio"/> YES <input type="radio"/> NO		1/29/26
Adam Burris	P	<input checked="" type="radio"/> YES <input type="radio"/> NO	<input checked="" type="radio"/> YES <input type="radio"/> NO		1/29/26
Kallie Larsen	P	<input checked="" type="radio"/> YES <input type="radio"/> NO	<input checked="" type="radio"/> YES <input type="radio"/> NO		1/29/26
Melany Clark	P	<input checked="" type="radio"/> YES <input type="radio"/> NO	<input checked="" type="radio"/> YES <input type="radio"/> NO		1/29/26
Jeff Mason	P	<input checked="" type="radio"/> YES <input type="radio"/> NO	<input checked="" type="radio"/> YES <input type="radio"/> NO		1/29/26
Rory Anderson	P	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO		1/29/26
Linnae Harper	P	<input checked="" type="radio"/> YES <input type="radio"/> NO	<input checked="" type="radio"/> YES <input type="radio"/> NO		1/29/26
Ralph Trumble	SE	<input checked="" type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input checked="" type="radio"/> NO		1/30/26
Judy Brown	SE	<input checked="" type="radio"/> YES <input checked="" type="radio"/> NO	<input checked="" type="radio"/> YES <input type="radio"/> NO		1/29/26
Madi Nye	SE	<input checked="" type="radio"/> YES <input type="radio"/> NO	<input checked="" type="radio"/> YES <input type="radio"/> NO		1/29/26
Angela Williams	Secretary	<input checked="" type="radio"/> YES <input type="radio"/> NO	<input checked="" type="radio"/> YES <input type="radio"/> NO		

School LAND Trust Plan 2026-2027 - Thomas Edison - South

Goal #1 Goal Statement

By the end of school year 26-27, our K - 5 students will show an average of one year of growth (or more) on their phonograms (phonics), and spelling, as assessed by the in-house monthly phonogram test, Acadience Reading scores, and the Morrison/McCall spelling assessment.

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Measurements

In our January 22, 2026 meeting, the LAND Trust Committee reviewed Acadience Reading and Acadience Math scores through the years to identify our areas of highest need.

In most of our grades, the Acadience reading End of Year (EOY) proficiency rates are 80% or higher, with many students' proficiencies in the "at benchmark" or green band. The state has set a goal to get 70% or more of the 3rd graders to reach a level in the "above benchmark" or blue band in Acadience reading. Due to this goal, we chose to keep our focus on early literacy to help students reach and surpass that level.

Overall proficiency rates for Acadience Reading will be tallied for K, 1, 2, and 3 for Thomas Edison Charter School South. Those numbers will then be compared to overall state averages to see if we were able to score above the state averages. We will also measure this goal by measuring growth on the monthly Spalding Spelling scale, and our in-house monthly phonogram test in grades 1 - 5. We will compare the average scores from the beginning of the year to the end of the year to ensure that students are making more than one year's worth of growth in these areas.

Action Plan Steps and Expenditures

1. Newly-hired teachers and aides are funded by School LAND Trust money to take the Reading Foundations course taught by Spalding Certified Instructors. This course will be taught during June 2026.
2. After successfully implementing Reading Foundation instructional principles for one year, teachers and aides are funded by School LAND Trust money to take the Essential Strategies for Writing and Reading course taught by Spalding Certified Instructors. This course will be taught during June 2026.
3. After successfully implementing the Spalding program for two years, elementary teachers are funded by School LAND Trust money to take one of the two courses for a

second time to refine their instructional practices. We also offer this option to other experienced teachers to continue to hone their skills.

4. Following the completion of these Spalding courses, teachers receive a stipend funded by the School LAND Trust money. (\$15,000)
5. Participation in Spalding courses requires participant workbooks and other related materials. The school will purchase these materials with LAND Trust funds.
6. Elementary teachers need an annual subscription to the online Spalding Resource Center (SRC) to implement effective Spalding instruction. The school will use LAND Trust funds to purchase this annual online subscription. (\$4,500)
7. Effective Spalding instruction requires fully trained aides and teachers. The school will use a portion of the LAND Trust funds toward aide and/or teacher salaries. (\$60,641.36)

Category	Description	Estimated Cost		
Total:		\$65,791.75		
Books, Ebooks, online curriculum/subscriptions	Action Step 6	\$4,500.00	Edit/Cancel Save	Delete
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action Steps 4 and 7	\$60,641.36	Edit/Cancel Save	Delete

Goal #2 Goal Statement

By the end of the school year 26-27, TECS South will increase our percentage of 3rd through 8th-grade students who are proficient on the RISE test, as measured from EOY 25-26 to EOY 26-27.

Academic Area close

Refer to [R277-477-4](#) for a list of priority academic areas. A council may, supported by a council's data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a

corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don't have a corresponding measurement, the plan may be sent back for edits.*

Priorities

- College and Career Readiness (*secondary schools only*)
- English/Language Arts
- Graduation Rate Increase (*secondary schools only*)
- Mathematics
- Science

Other Academic Areas in Core Standards

- CTE (Career and Technical Education)
- Educational Technology/Library/Media
- Financial Literacy
- Fine Arts
- Health
- Physical Education
- Social Studies
- Technology
- World Languages

Measurements

When comparing our RISE scores to those of the state averages, we are above in all areas, except for one (Secondary Math 1, where we are 16% below the state average). In other categories, we are above state averages, but some scores are closer to the average than we would hope for. Examples of this are 6th-grade ELA, where TECS South scored

51%, and the state average is 43% (a 8% difference). In Math, 8th-grade scored 41% proficient with a state average of 39%, a difference of only 2%. In Science, we scored 64% in 6th-grade, with a state average of 56% (a difference of 8%). Whereas our goal is to score higher overall in each RISE subject, in each grade level, we will break out the scores by subject and grade to compare to the prior year. Strengthening our students' academic skills across the board is our current academic need.

Action Plan Steps and Expenditures

1 - We will look at data to decide which groups and which particular students have the highest need to work with additional aides.

2 - We will hire additional aides to assist both in the classroom as well as in MTSS for the 26-27 school year. (\$65791.74)

3 - Hired aides will assist in classrooms, as well as in the MTSS program with students who need additional academic support.

Category	Description	Estimated Cost		
		Total:	\$65,791.74	
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action Step 2	\$65,791.74	Edit/Cancel Save	Delete

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Total:	
	\$130,933.10
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$126,433.10
Books, Ebooks, online curriculum/subscriptions	\$4,500.00

Funding Estimates

Estimates	Totals	
Carry-over from 2024-2025	\$0.00	
Distribution for 2025-2026	\$108,464.33	
Total Available Funds for 2025-2026	\$108,464.33	
Estimated Funds to be Spent in 2025-2026	\$	
Estimated Carry-over from 2025-2026	\$0.00	
Estimated Distribution for 2026-2027	\$130,933.10	
Total Available Funds for 2026-2027	\$130,933.10	
Summary of Estimated Expenditures for 2026-2027	\$130,933.10	
Estimated Carry-over to 2027-2028	\$0.00	

Publicity

[Click here to order free stickers for identifying School LAND Trust purchases such as books or computers.](#)

The following items are the proposed methods of how the Plan would be publicized to the community:

- Letters to policymakers and/or administrators of trust lands and trust funds
- Other: Please explain
- School assembly
- School marquee
- School newsletter or website
- Social Media
- Stickers that identify purchases made with School LAND Trust funds

Council Plan Approval

Please indicate the voting results to approve this school plan.

Number Approved 8

Number Not Approved 0

Number Absent 0

Date Jan 22, 2026

COUNCIL SIGNATURE FORM

TECS. | Edison South | 2025-2026

Signature Information

School councils (**School Community Council** for district schools and **Charter Trust Land Council** for charter schools) were created to engage parents in decision-making, foster collaboration, improve student education, ensure responsible School LAND Trust (SLT) Program fund use, and raise awareness of Utah Trust Lands.

Your signature confirms your active participation in the council's SLT Program responsibilities:

- Implementing the current year's SLT plan (e.g., attending meetings, providing input, budget review).
- Developing the upcoming year's SLT plan (e.g., discussions, data review, academic area selection, goal/action step/expenditure creation, voting).

This form also allows you to provide feedback to your local board for their review during plan approval. Thank you for your participation!

Council Signatures

(add or remove rows as needed)

Printed Name	Role (P = Parent, SE= School Employee, PR= Principal, O = Other)	Were you involved in implementing this year's plan?		Were you involved in creating next year's plan?		Signature	Date
Melani Kirk	PR	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input checked="" type="radio"/> YES	<input type="radio"/> NO	Melani Kirk	1-23-26
Stephanie Jensen	P	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input checked="" type="radio"/> YES	<input type="radio"/> NO	Stephanie Jensen	1-23-26
Cindy Hooker	P	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input checked="" type="radio"/> YES	<input type="radio"/> NO	Cindy Hooker	1-23-26
Jessica Hyer	P	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input checked="" type="radio"/> YES	<input type="radio"/> NO	Jessica Hyer	1-23-26
Jennifer Wade	P	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input checked="" type="radio"/> YES	<input type="radio"/> NO	Jennifer Wade	1-23-26
Pamela Budge	P	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input checked="" type="radio"/> YES	<input type="radio"/> NO	Pamela Budge	1/23/26
Kari Knight	SE	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input checked="" type="radio"/> YES	<input type="radio"/> NO	Kari Knight	1/23/26
Julie Johnson	SE	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input checked="" type="radio"/> YES	<input type="radio"/> NO	Julie Johnson	1-23-26
Angela Williams	O-Secretary	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input checked="" type="radio"/> YES	<input type="radio"/> NO	Angela D. Williams	1-23-2026
		<input type="radio"/> YES	<input type="radio"/> NO	<input type="radio"/> YES	<input type="radio"/> NO		

25 EASP Reflection and Reporting Data/26 EASP Gifted and Talented Grant Application

The Enhancement for Accelerated Students Program grant provides participating LEAs with funding to serve all students who have been identified as having an ability that is significantly above the typical ability of a student within the same age group. Completion of this “survey” will ensure that the applicant is in compliance with R277-707-3 and therefore eligible for a portion of the funds.

Your email (awilliams@edisoncs.org) was recorded when you submitted this form.

Name of LEA *

Thomas Edison Charter Schools

Name of Lead Contact Person *

Angela Williams or Jamie Lewis

Position of Lead Contact Person *

Director of Instruction, State Grants Specialist

Email of Lead Contact Person *

awilliams@edisoncs.org or jlewis@edisoncs.org

Phone Number of Lead Contact Person *

435-752-0123 or 435-787-2820

Name of person completing the survey *

Angela Williams

Contact Information for Person Completing the Survey *

awilliams@edisoncs.org

Reflecting and Reporting on the Previous School Year

Please respond to the following questions to describe your Gifted and Talented services and how you strategically planned for increasing participation of your underrepresented student group(s) in your gifted and talented program in the previous school year. Your responses will help you reflect on your success and then plan for how you can increase participation of your underrepresented student group(s) in your gifted and talented services in the current school year.

This information will be used by USBE staff to compile the annual report required in Board Rule [R277-707. Enhancement for Accelerated Students Program](#) and may be used by the LEA for their local board report, also outlined in R277-707.

If you did not receive EASP funding for the previous school year, please go to the Planning for the Upcoming/Current School Year section.

In the previous school year, what goal did you set to increase participation (reduce the participation gap) of your chosen underrepresented student group. Please identify the group and the goal you selected in the previous year. (Example: Our LEA chose to focus on Students Learning English and to raise their participation percentage to 6%.)

Our goal was to raise the percentage of male students participating in the gifted and talented program by 5%, from last year to this year. We had 31% participation last year, so we were aiming to reach 36% participation this year.

Please note that R277-707 specifically requires that any identification instruments or tools account for disabilities, potential language barriers, culturally diverse perspectives, multilingual learners, and may not be solely dependent on a student's English vocabulary or comprehension skills.

What tool(s) did you use in the previous school year as part of your identification process? Please select all that apply.

*

- Teacher Recommendation
- Acadience Data
- CogAT
- Scores from Standardized Assessments
- Grades
- Parent Recommendation
- Classroom Performance
- Student Interest/Request
- RISE Data

- Formative Assessments
- NWEA
- Growth Data
- Renzulli Matrix
- IOWA
- Student Portfolio Work
- Attendance
- Essay Writing
- Curriculum Materials Assessments
- SRI
- Naglieri General Ability Test
- 2e Checklist
- Fountas and Pinnell
- University of Utah Reading Level Assessment
- SIGS Scale
- Gifted Rating Scales
- WIDA (growth data)
- Other:

Describe the strategies your district/charter used to specifically increase participation of underrepresented students in your gifted and talented program (as required in R277-707-). Select all that apply.

- Identify supports for transition from elementary to middle school
- Educate parents through information nights, newsletters, emails, etc.

- Data analysis initiatives focused on better serving targeted student groups
- Creation of marketing/promotional materials for the community
- Increase professional learning opportunities focusing on serving targeted student groups
- Offer tutoring outside of designated class time
- Translate promotional materials to other languages
- Multicultural events
- Shared goals and initiatives across content areas, staff roles, and departments
- Leveraging partners to connect with students
- Remove prerequisites that were formerly required to access GT coursework, as per [BR 277-707](#)
- Mentoring for targeted student groups
- Consistent student surveys related to their gifted and talented class experiences
- Aligned our initiatives in Gifted and Talented with our LEA strategic plan and vision
- Other

If you marked "other" in the previous question, please explain:

Increased encouragement from academic teachers for all students to join, but particularly male students. Assemblies highlighting and promoting the programs offered.

What strategies did your district/charter use to ensure that all parents had access to information regarding gifted and talented services for their students?

Newsletters were emailed home frequently containing information about joining both art and music classes. Music teachers also offer information assemblies and information at back to school night to educate parents on the opportunities that are available. Various school assemblies and programs during the year feature students in music and art classes and bring attention to the before and after school classes.

What services did your district/charter provide for gifted and talented students?

Our GT program is comprised of before and after school band, orchestra and art. As a school with advanced curriculum, we want every student to have opportunities to succeed in all areas.

Describe any professional learning that was provided to your teachers of identified students.

Training on opportunities to respond, engagement strategies and classroom management strategies. Music and art teachers collaborate monthly at a PLC to provide support to one another.

Do you feel that the strategies described in the preceding questions helped increase participation of your underrepresented student group in your Gifted and Talented program? Did you achieve your goal? Please explain.

We did feel that the strategies we used were helpful towards meeting our goal. We were able to increase male participation from 31% to 33%, but our goal was to get to 36%, which we did not meet.

Is there anything else you would like to report?

Our band class has a surprisingly large percentage of boys in it at both campuses (44% and 64%). The other classes (orchestra and art) tend to have more girls in them bringing that average down.

Planning, Eligibility, and Application for the Upcoming/Current School Year

*

Option 1

What changes will you make to your participation goal from the previous school year? If this is your first year, please describe your initial participation goal. *

Whereas we made progress towards our goal (moving from 31 to 33%), we would like to stay with the same goal of having our Gifted and Talented classes have 36% (or more) male participants.

What changes will you make to the tools used in the previous school year to identify all potential students (including underrepresented students) for gifted and talented services?

*

- No change, we feel our identification tools are satisfactory.
- We will add the following tools (Describe in the appropriate space below.):
- We will delete the following tools (Describe in the appropriate space below.):
- This is our first year and we are planning to use (Describe in the appropriate space below.):

We will add the following tools:

.....

We will delete the following tools:

.....

This is our first year and we are planning to use:

.....

What changes will you make to the strategies your district/charter used in the previous school year to specifically increase participation of underrepresented students in your gifted and talented program.

*

- No change, we feel that the strategies we used helped us move closer to our goal.
- We will add the following strategies to increase participation of underrepresented students in our gifted and talented program (Describe in the appropriate space below.):
- We will delete the following strategies (Describe in the appropriate space below.):
- This is our first year, and we are planning to use the following strategies increase participation of underrepresented students in our gifted and talented program (Describe in the appropriate space below.):

We will add the following strategies to increase participation of underrepresented students in our gifted and talented program:

.....

We will delete the following strategies:

.....

This is our first year, and we are planning to use the following strategies to increase participation of underrepresented students in our gifted and talented program:

.....

What changes will you make to the strategies your district/charter used in the previous school year to ensure that all parents have access to information regarding gifted and talented services for their students?

*

- No change, we feel that the strategies we used helped us move closer to our goal.
- We will add the following strategies to ensure that all parents have access to information regarding gifted and talented services for their students (Describe in the appropriate space below):
- We will delete the following strategies (Describe in the appropriate space below):



This is our first year, and we are planning to use the following strategies to ensure that all parents have access to information regarding gifted and talented services for their students (Describe in the appropriate space below)

We will add the following strategies to ensure that all parents have access to information regarding gifted and talented services for their students (Describe in the appropriate space below):

.....

We will delete the following strategies:

.....

This is our first year, and we are planning to use the following strategies to ensure that all parents have access to information regarding gifted and talented services for their students (Describe in the appropriate space below)

.....

What services will your district/charter provide for gifted and talented students in the upcoming school year? Please describe how these services might contribute to increased participation of your underrepresented student group.

*

Our GT program is comprised of before and after school band, orchestra and art. As a school with advanced curriculum, we want every student to have opportunities to succeed in all areas. We hope that these offerings appeal to all students of various demographics equally, and our goal is to get the demographics of these programs to match our student demographics as closely as possible.

.....

Describe any professional learning that your district/charter will provide to your teachers of identified students in the upcoming school year.

*

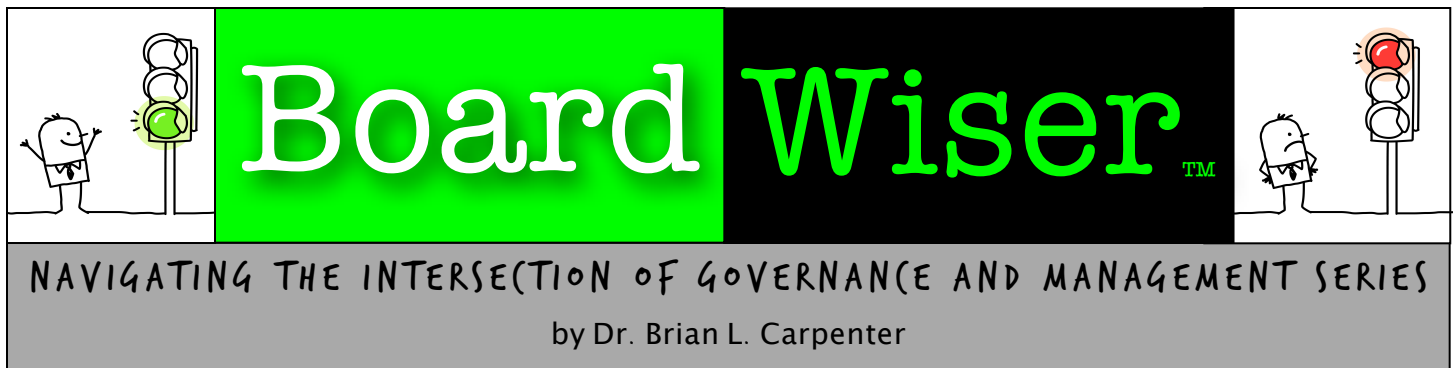
Probably training on de-escalation, though that has not been formalized yet. We also will encourage them to attend workshops and conferences specific to their discipline that interest them, that are often paid for through school funds.

Per R277-707-5, please indicate the approximate date that your plan will be presented to your local school board.

*

MM DD YYYY

03 / 11 / 2026



Protecting Your School from Being Harmed By Nepotism

NEPOTISM: ORIGIN mid 17th century from French *népotisme*, from Italian *nepotismo*, from *nipote* ‘nephew’ (with reference to privileges bestowed on the “nephews” of popes, who were in many cases their illegitimate sons).

New Oxford American Dictionary

Nepotism may have had its start in medieval Europe with corrupt popes, but modern variations of it are alive and well in too many charter schools. I’ve observed nepotism firsthand in charter schools across the country in the following scenarios:

- a board chair was the school leader’s mother
- a board chair was the school leader’s brother
- a board member was the school founder’s father
- a school founder named his daughter in his will as his successor as school leader
- a school leader hired her sister as principal
- a school leader hired her sister as CFO (the leader was subsequently fired by the board for financial improprieties)
- a father and daughter served on the same board (of a school that nearly lost its charter for inadequate board oversight)

Four of these seven cases have something else in common: adverse consequences resulted for the school, the board, the leader, or all three. One of the

schools lost its charter (see the Case in Point on the reverse) and all four received negative media coverage.

So what’s a board to do? First, some state laws prohibit nepotism. If this is the case in your state (your board attorney will know), the board should have a policy forbidding it, and it should require management to periodically demonstrate compliance.

But what about states where it isn’t prohibited by law? In Utah and Hawaii, for example, the law doesn’t expressly prohibit certain forms of nepotism.

First, just because it’s legal doesn’t necessarily make it a good idea. Considering the general media bias against charter schools, boards and leaders would be wise to evaluate the prudence of allowing it.

If your board determines that it is prudent under certain circumstances (e.g., the related party really is the best candidate), the board should adopt a policy requiring, at a minimum, full disclosure whenever such decisions are made. For example, it is completely unacceptable for the board to be *unaware* that its school leader hired her sister as CFO.

Beyond transparency, the board’s policy should also ensure that all positions be properly advertised, that hiring decisions be made objectively, and that related parties are not in a position to improperly benefit one another (e.g., a school leader making a salary determination for her sister, or the school leader’s father (a board member) voting on his daughter’s pay raise.

Board Self-Appraisal Questions/Recommendations

1. Is nepotism prohibited by law in your state?
2. If no, does your board have a policy describing under what conditions it will be permitted, as well as how related parties will be prevented from improperly benefiting one another?
3. Does the board require all directors and officers to sign an annual conflict of interest disclosure statement?

Case in Point

ALL IN THE FAMILY

In early 2010, I received a phone call from a New York City charter school leader urgently requesting my assistance in providing board training and consultation. The engagement never materialized, but the school's circumstances intrigued me, so I began following it in the media. The summary that follows is abbreviated and focuses only on the issues pertinent to this article.

In January 2010, New York City Department of Education's Charter School Office sent a letter¹ to the Board of Trustees at East New York Preparatory School (ENYP) notifying the board of its intent to terminate (i.e., revoke) the school's charter at the close of the fiscal year (June 30, 2010). As with all such letters I've read over the years, it was formal in tone, but blunt. ENYP's case is instructive for charter schools engaged in nepotism and lax board oversight. The first paragraph of the letter came straight to the point:

“This action is taken in response to ENYP's continuing material and substantial violations of the Charter, despite prior warnings from the Department of Education and the Board of Regents that such violations could lead to termination of the Charter.”

The letter then unpacks two full pages of violations, some of which are beyond the scope of this article. For our purposes, consider the following excerpts:

“The board's composition currently violates the requirements set forth in its bylaws, its Code of Ethics, and the Charter in a variety of ways. More than 40% of the Board's members have material interests in the school. For example, the Superintendent, Ms. Sheila Joseph, has a fundamental interest in ENYP, since the school pays her salary. Yet as a Board member Ms. Joseph participated in a variety of financial and

governance decisions—including the decision to increase her own salary—where her personal financial interest conflicted with that of ENYP.”

And . . .

“Further, several Board members failed to disclose material personal relationships to the DOE. For example, by the Board Chair's own admission, the Board was not made aware of the shared parental relationship between the Superintendent and a potential new Board member [her father] before his addition to the Board.”

And . . .

“Minutes from Board meetings consistently reflect a lack of interest or ability in overseeing the academic, operational, or fiscal operations of the school.”

The school was given 30 days to respond, which it did. A formal hearing followed in March.² Although the board, by that time, had made changes to its composition, rescinded Ms. Joseph's salary to its prior level, and was working to put all the proper remedies in place, the hearing officer recommended termination of the contract. In April, NYCDOE Chancellor Joel Klein announced his decision to terminate the charter. The school, whose academic performance had been admirable in earlier years, closed in June 2010.

If your school is currently engaged in any form of nepotism, reading the two links below may be invaluable.

¹ <http://www.scribd.com/doc/25849931/Intent-to-Revoke-Notice>

² <http://www.scribd.com/doc/30050196/Recommendation-of-John-White-to-Close-ENYP>

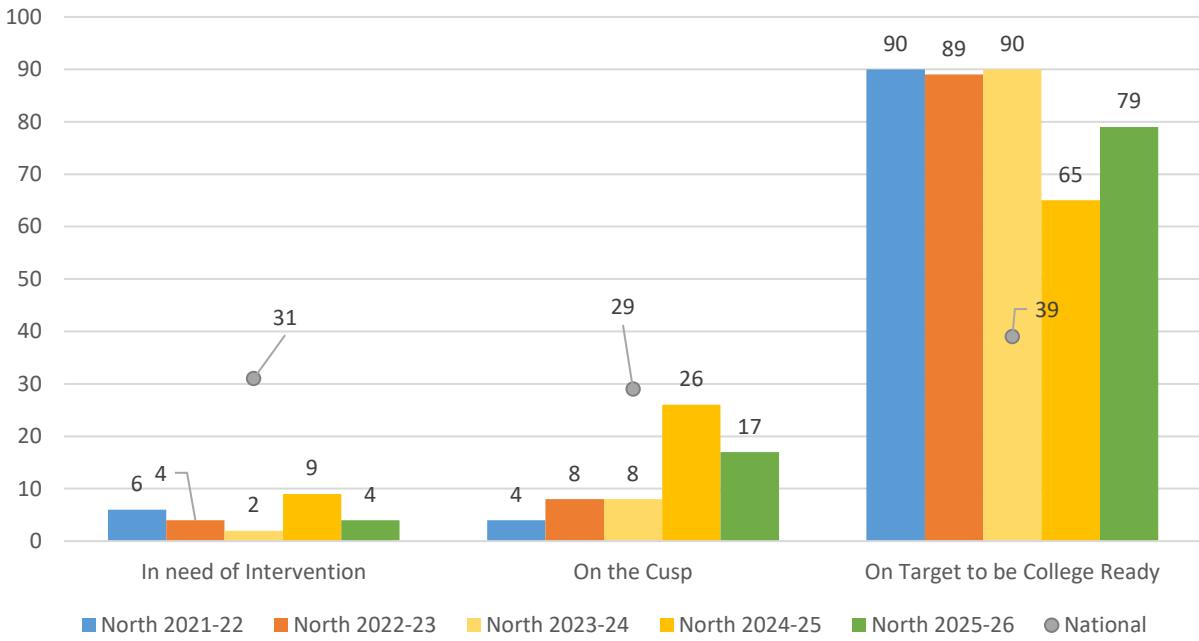
About This Publication & The Author

BoardWiser[™] is a publication of Brian L Carpenter PhD & Associates, LLC. It is available on an annual subscription basis and is intended to strengthen charter school performance by helping boards evaluate and excel at governance while refraining from entanglement in operations. To subscribe, visit www.BrianLCarpenter.com. While *BoardWiser*[™] is intended to provide reliable governance training, it is not intended as legal advice, for which boards should consult a qualified attorney as well as the specific laws of the state in which their chartered school operates.

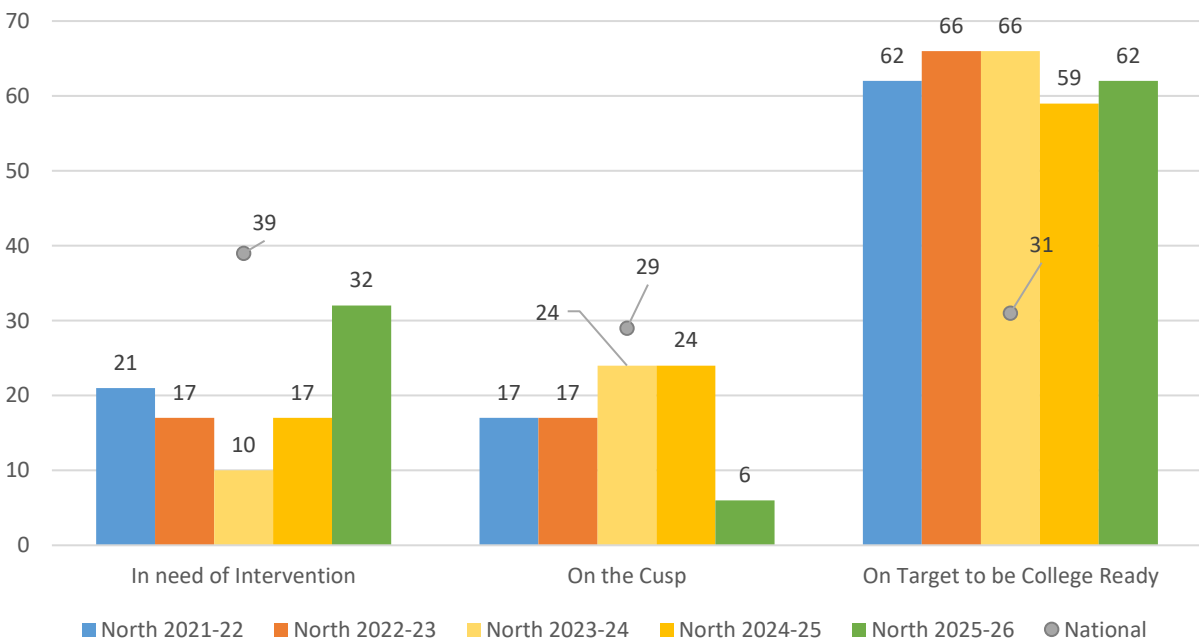
Dr. Brian L. Carpenter is widely regarded as one of the foremost authorities on charter school governance. Both of his books, *Charter School Board University* and *The Seven Outs: Strategic Planning Made Easy for Charter Schools* are used by schools, associations, and universities. For information on engaging Dr. Carpenter to conduct a board development retreat or to speak at your conference, call (989) 205-4182 or email him at Brian@BrianLCarpenter.com.

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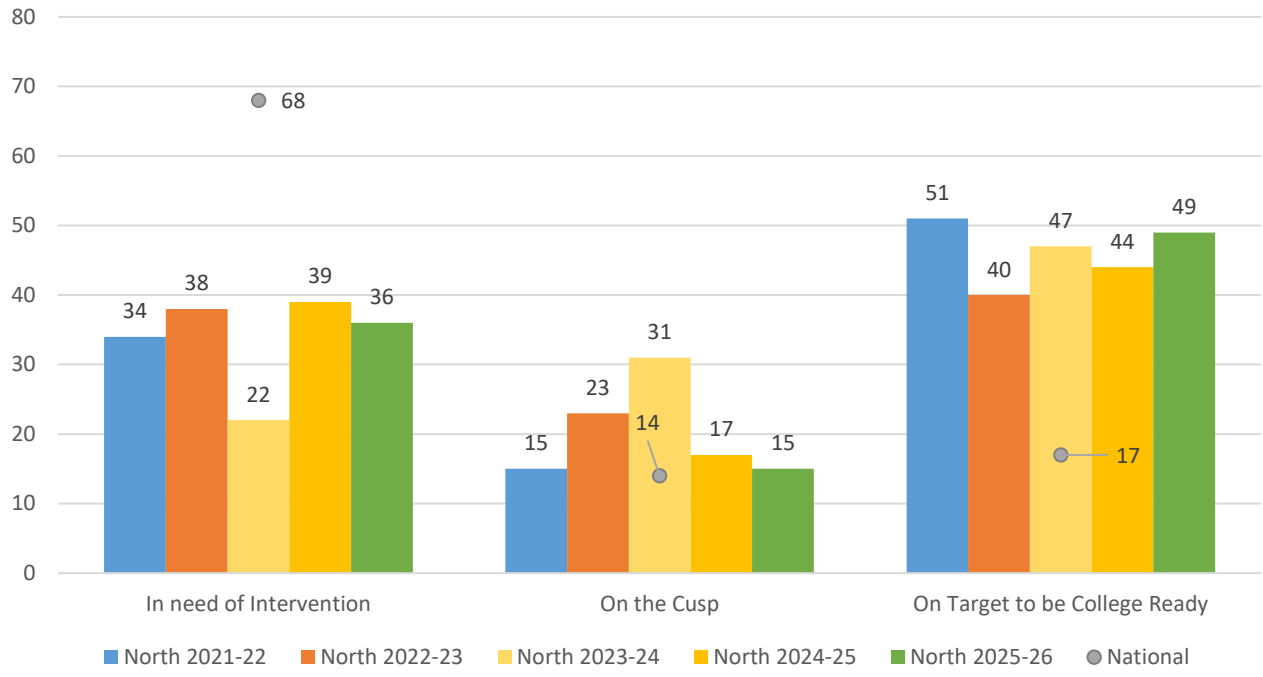
North Math by Percentage



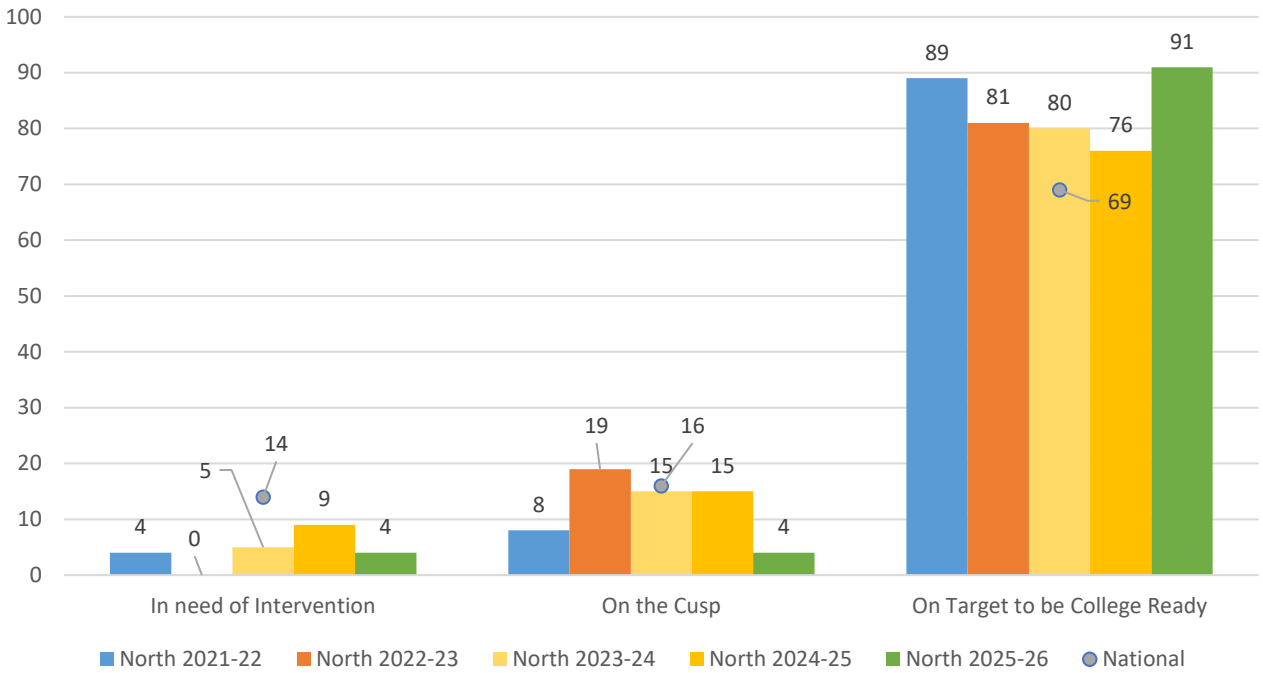
North Science by Percentage



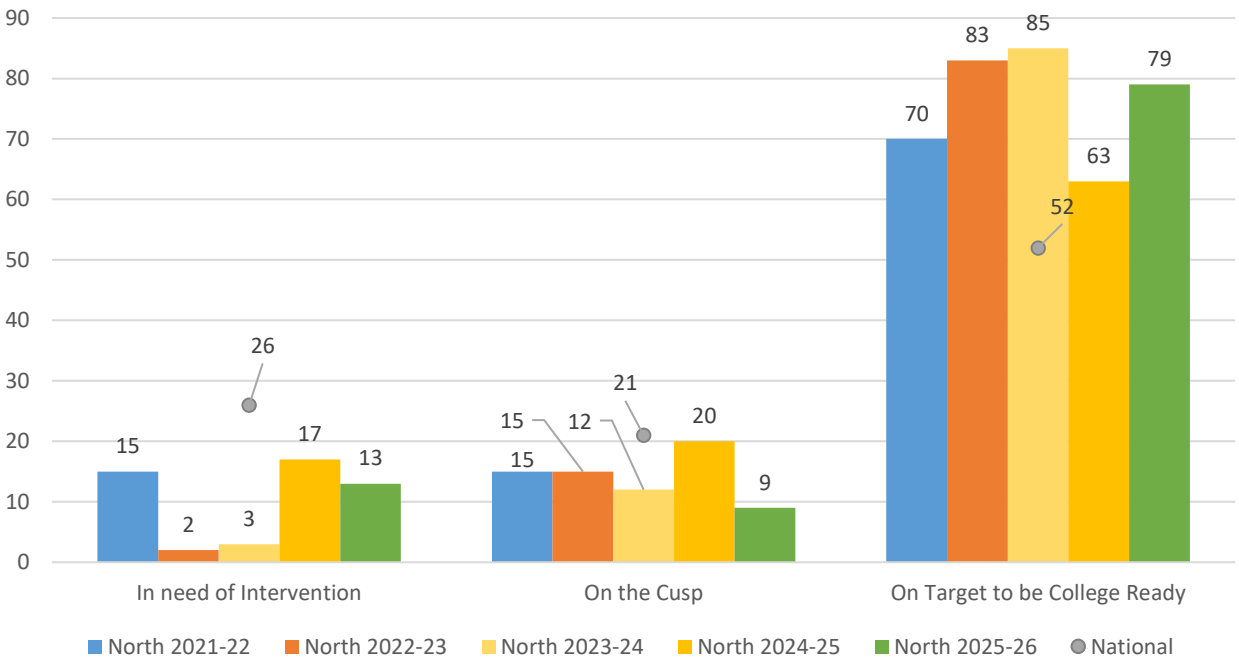
North STEM by Percentage



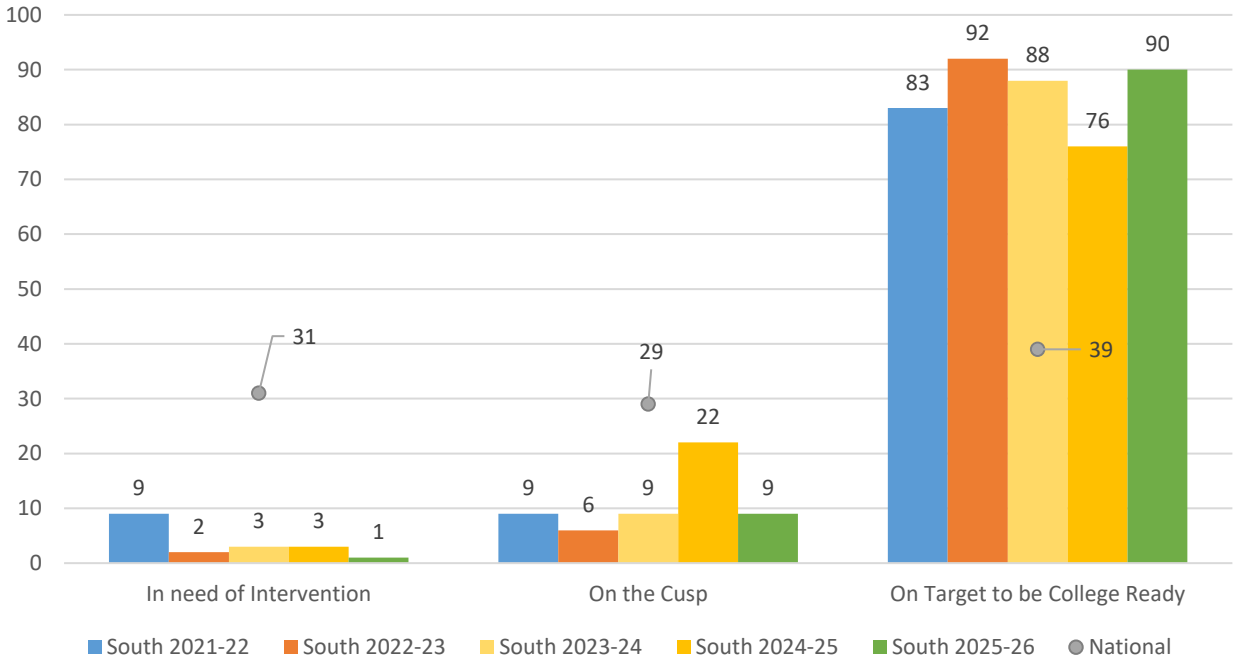
North English by Percentage



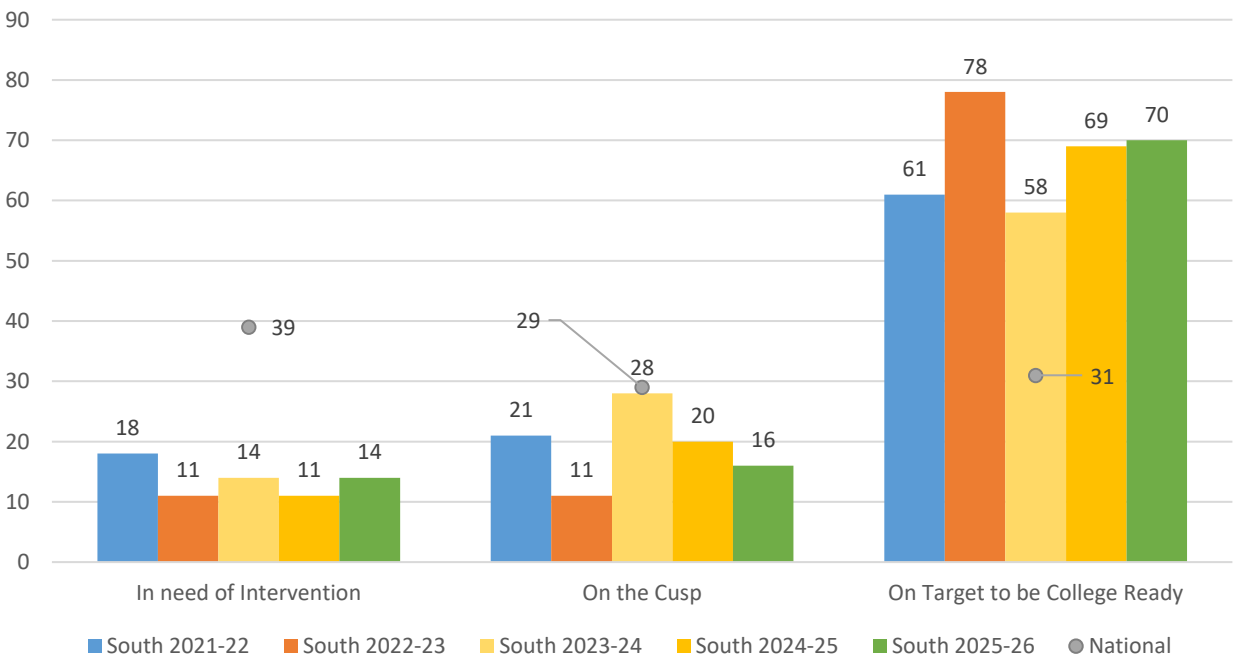
North Reading by Percentage



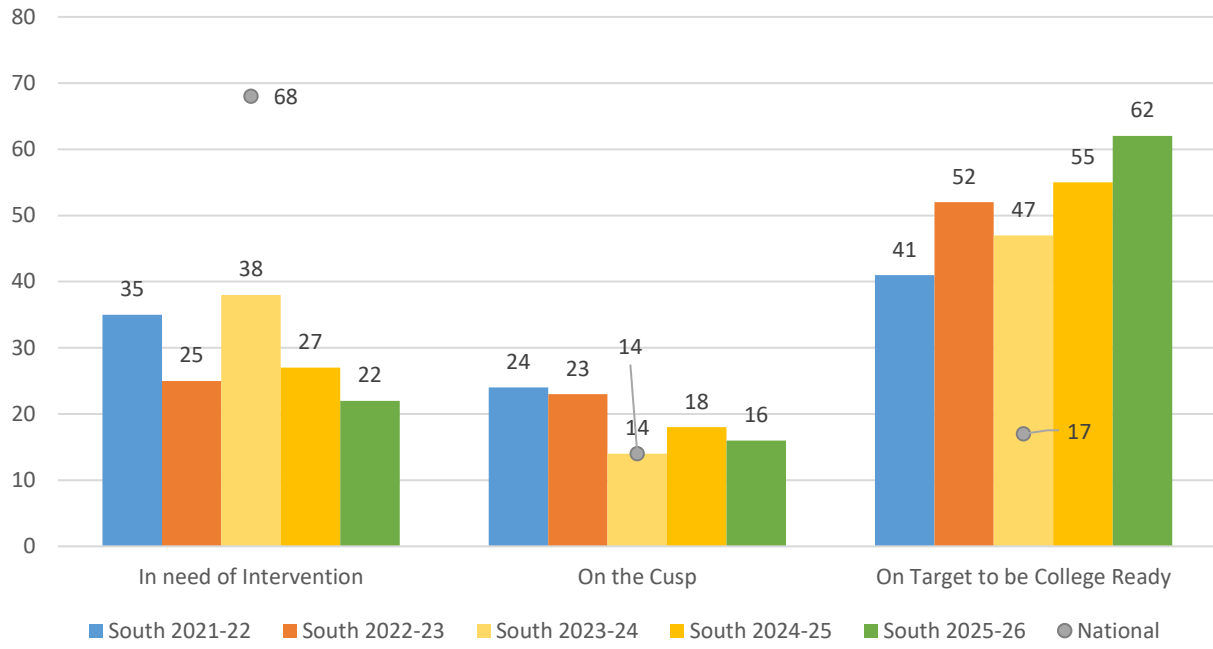
South Math by Percentage



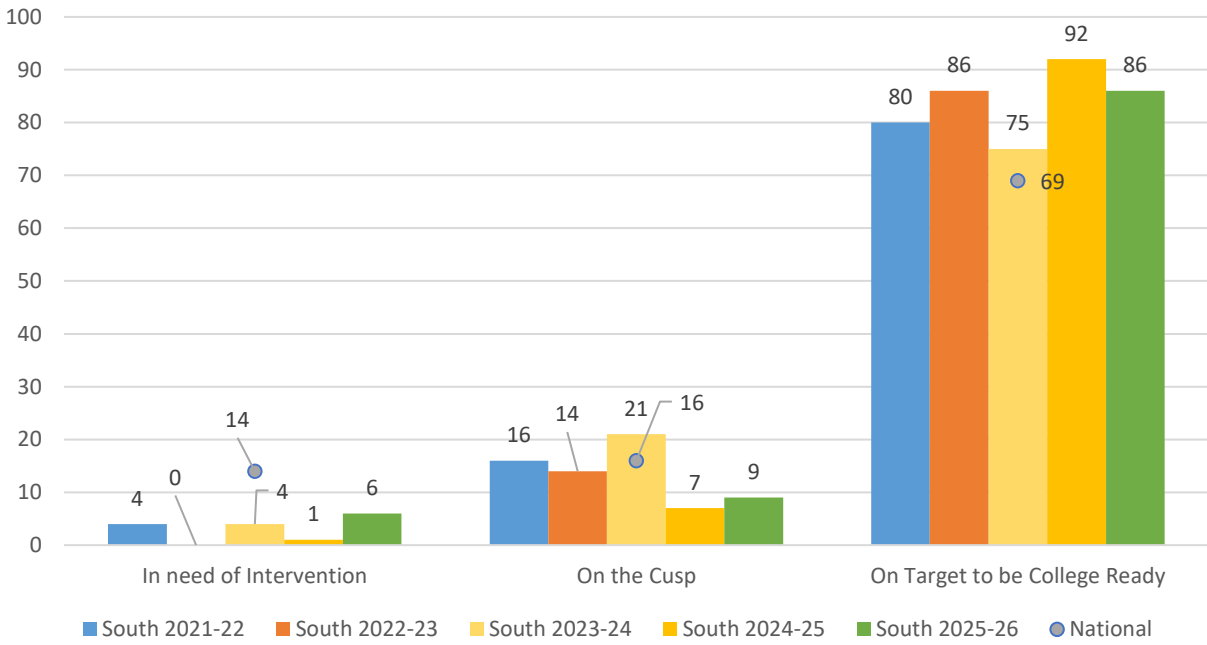
South Science by Percentage



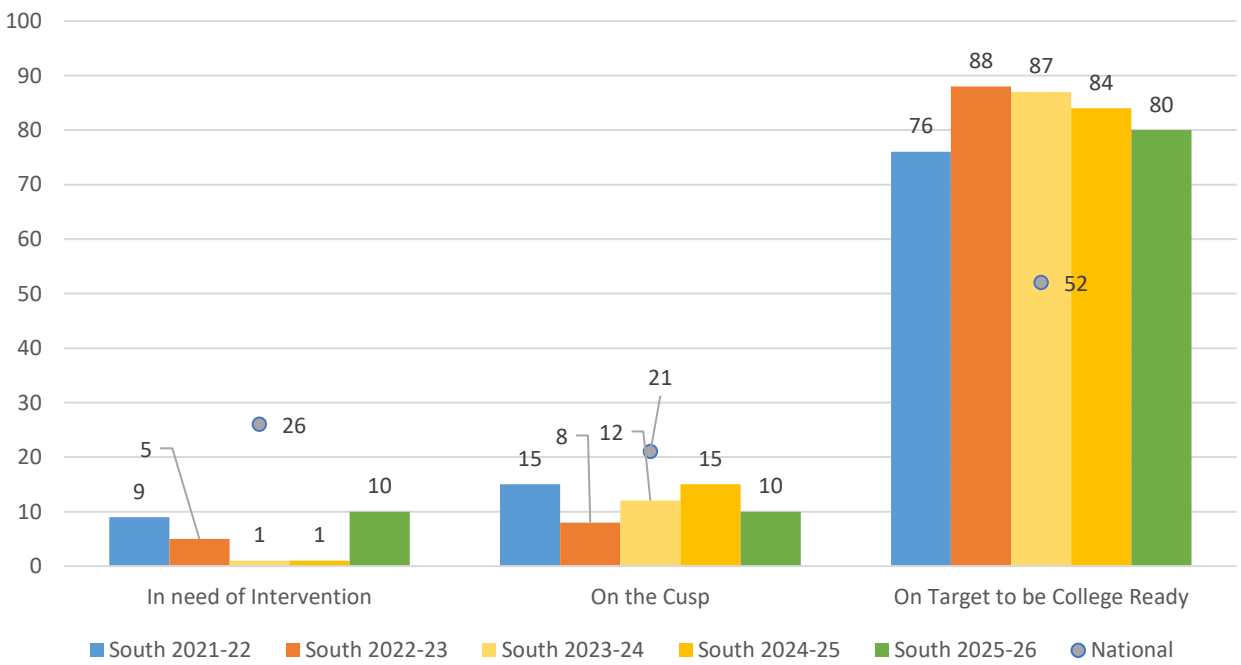
South STEM by Percentage

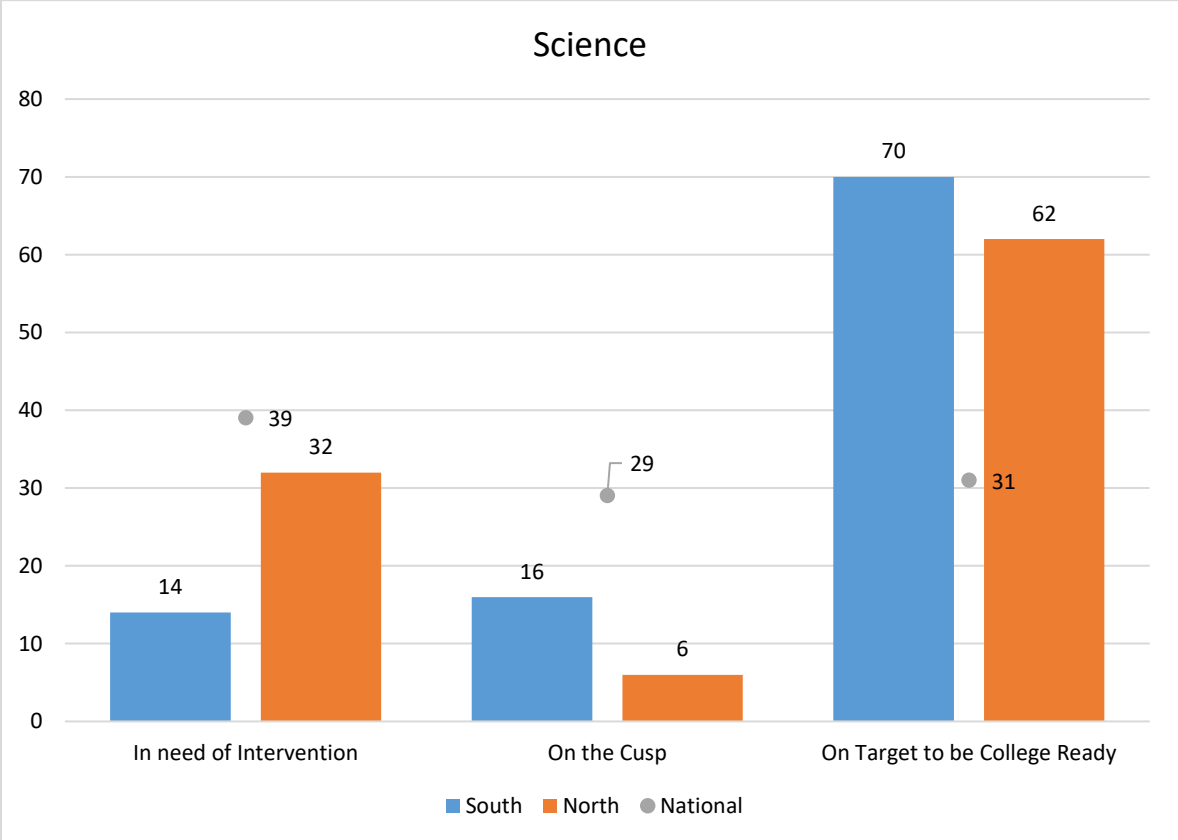
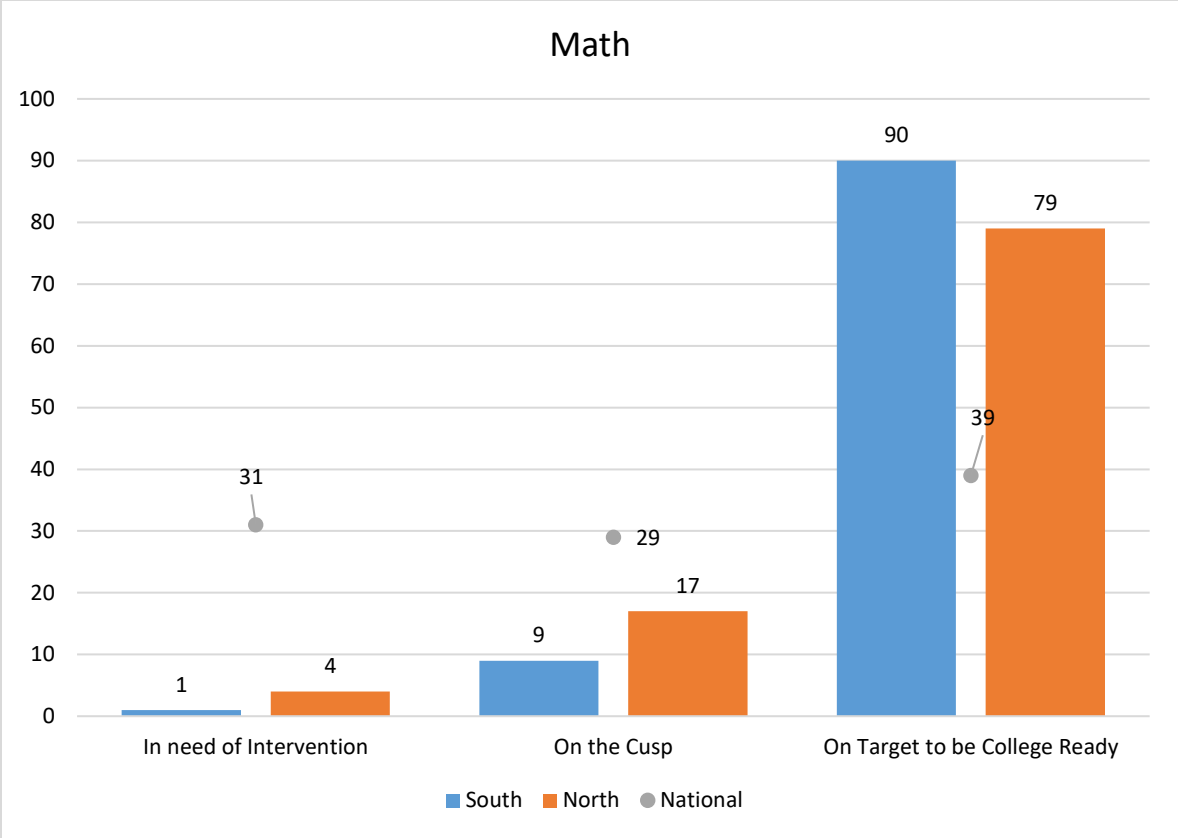


South English by Percentage

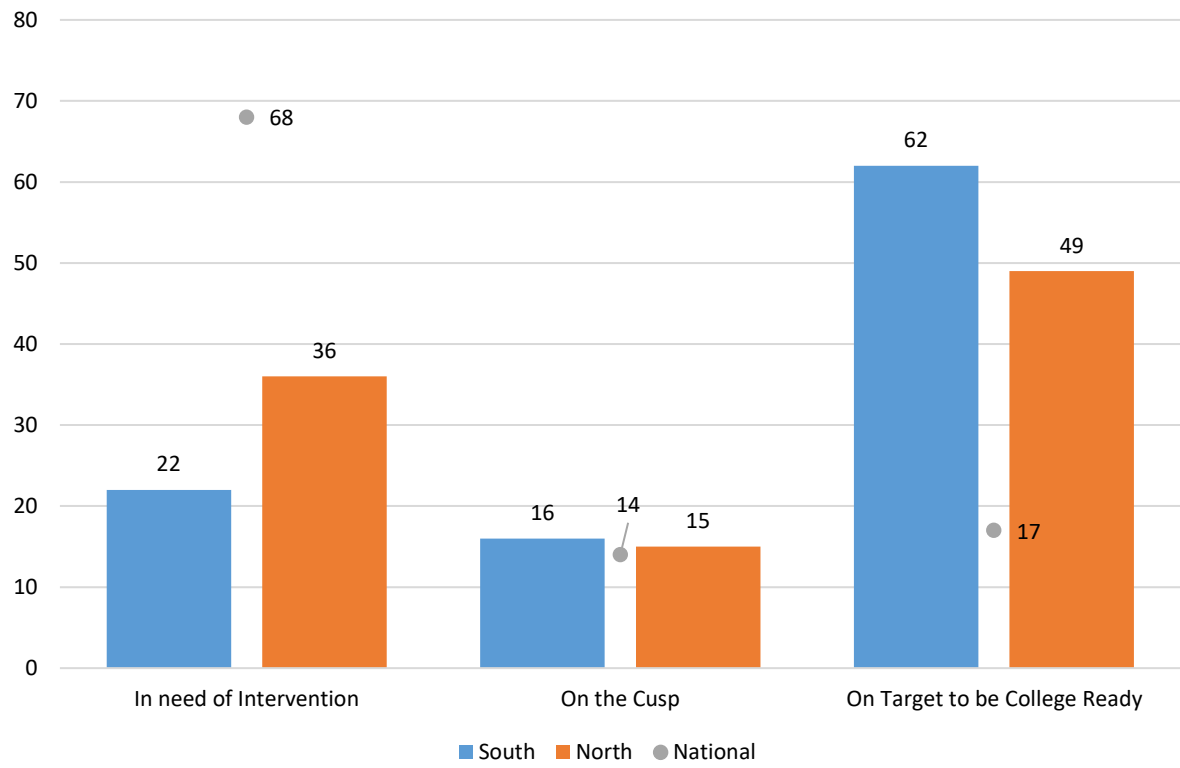


South Reading by Percentage

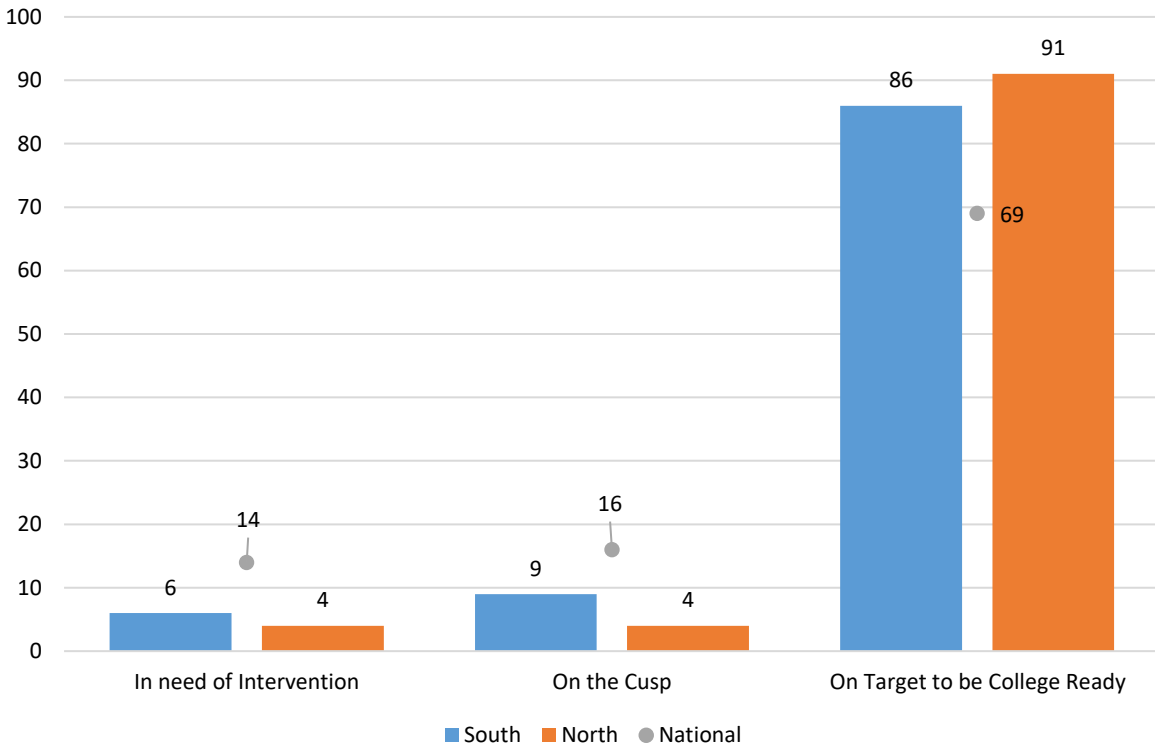




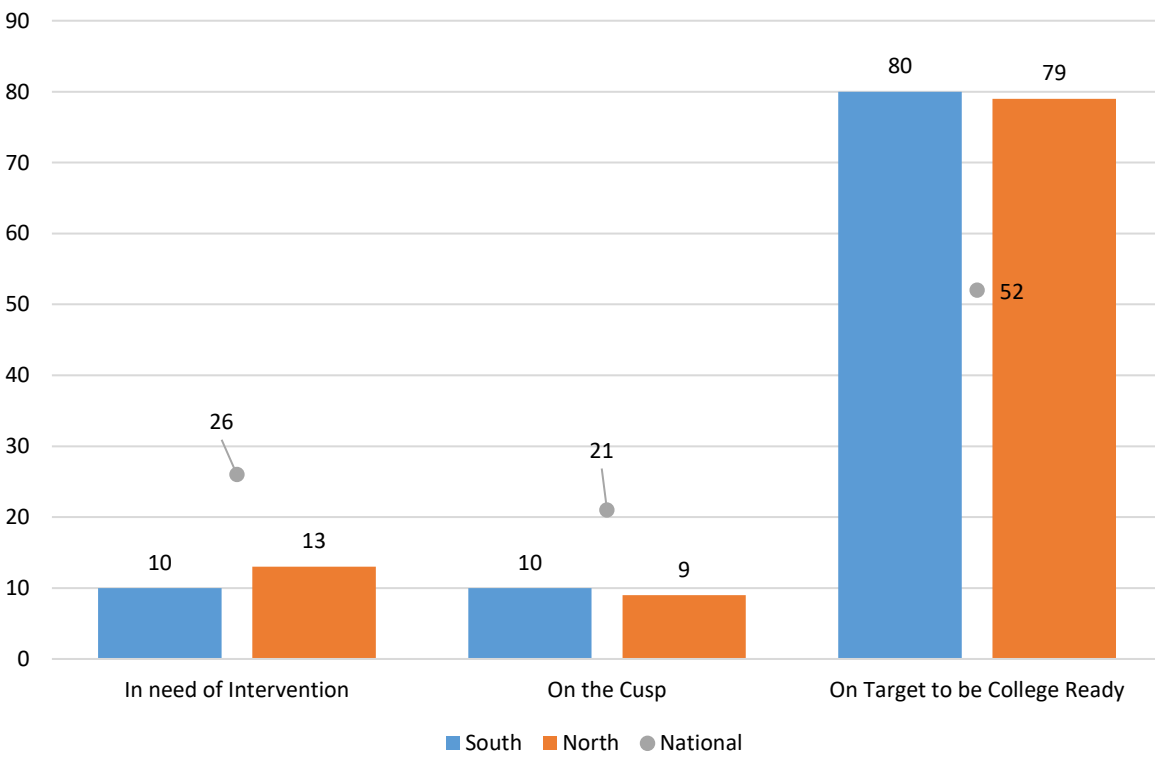
STEM



English



Reading



Thomas Edison Charter School-North



Distinguished Scholar
10



Rising Scholar
8



Early Scholar
17

Thomas Edison Charter School-South



Distinguished Scholar
6



Rising Scholar
15



Early Scholar
36

Early Scholar = Between 50th and the 89th Percentile in the US Rank

Rising Scholar = Between 90th and the 96th Percentile in the US Rank

Distinguished Scholar = Between 97th and the 100th Percentile in the US Rank.

Number of students tested:

North: 53

(66% of our students are at the 50th percentile or higher)

South: 69

(83% of our students are at the 50th percentile or higher)

PRINCIPAL EVALUATION POLICY #1402

OVERVIEW OF ADMINISTRATOR EVALUATION

Staff Feedback: Employees will be given the opportunity to provide anonymous feedback on each administrator. Using the performance standards as a reference, staff will write open-ended commentary on topics of their choice for a length of their choice. ~~The administering and gathering of feedback will be conducted by a third party (i.e. business manager, PO representative, etc.) in early December. The third party will submit the feedback to the administrator and the Governing Board by January 1st.~~

An anonymous survey will be sent to staff in the middle of the school year. The feedback from the survey will be shared with the Governing Board upon request.

Principal's Report to the School Board
March 11, 2026
Melani Kirk, Principal

- 1. Strategic Outcome:** *The number of students on the wait list will be at least 107% of capacity measured within one week after the lottery, and two weeks after school begins.*

Our current enrollment is 687. Our October 1 count was 691. Our enrollment for fall of 2026-2027 is currently 677. We continue to have families inquiring about enrollment and anticipate this to continue through the end of the school year and into the summer. We currently have 54 kindergarten students enrolled. We need 36 more students to fill our kindergarten classes. We have four kindergarten families in the registration process for next year and I will be meeting with them tomorrow.

- 2. Strategic Outcome:** *At least 85% of TECS students enrolled for at least one year will achieve proficiency-level scores on national assessments and TECS will rank in the top 20% of comparable schools statewide on state assessments.*

In preparation for the end of year RISE tests, students in grades 3-8 have participated in RISE Interims and Benchmarks. Teachers are working hard to prepare students to do well on these tests but also focusing on staying in alignment with our curriculum and philosophy of not teaching to the tests.

- 3. Strategic Outcome:** *95% of TECS students will achieve high citizenship (defined as "outstanding" and/or "satisfactory" grades) and all students will indicate future plans to attend post-high school education or training.*

As part of our focus to help students plan their future educational experiences, high school counselors from the local high schools came to visit with our 8th grade students. Counselors go over high school requirements, class options and answer student questions about their upcoming high school experience.

- 4. Etiquette/Valentine's Class Parties:** On February 6th, middle school students at Edison South wore "best dress" for our Valentine's/Etiquette middle school party and dance. Elementary had the option of dressing up as well. Room parents did a wonderful job of planning and carrying out elementary parties. We were pleased with the results of all of our parties and feel students had an enjoyable time.
- 5. Thomas Edison's Birthday:** On February 11th, we once again celebrated Thomas Edison's birthday by serving students cupcakes at lunch. This is an annual event and one of the few times that the school provides "sweets" for our students. Students love the cupcakes and enjoy celebrating Thomas Edison's birthday.
- 6. Leadership/College Week:** Thomas Edison Charter Schools held Leadership/College Week from February 17–20 to help students "See Their Potential" as leaders and in their future educational goals. The week began with a schoolwide kickoff during morning greeting led by Mrs. Oakey and the Student Council. Throughout the week, students were recognized for positive leadership and kindness by earning Leadership Stickers and sending Smile O'Grams to peers. Selected students

were honored at a Leadership Breakfast with USU Ambassadors, who also visited middle school classes to provide motivational presentations about college and answer student questions. Students in grades 5–8 participated in an interactive leadership assembly led by the Covey Leadership Team from Utah State University, focusing on leadership development and teamwork. The week concluded with student activities at lunch and Aggie Ice Cream provided in partnership with Student Council, creating a positive and engaging celebration of leadership and future college aspirations.

- 7. Family STEM Night:** On February 26th, Thomas Edison Charter School South hosted its inaugural Family STEM Night, organized by our Parent Organization, specifically Linda Johnson, it provided students and families with an engaging evening focused on science, technology, engineering, and math. The event featured numerous hands-on learning stations and activities, many focused on robotics and engineering, made possible through a free **Micro STEM Fest Kit** provided by the Utah STEM Action Center and the UVU Creative Learning Studio. Community partners and parent volunteers helped run activity stations, while middle school students assisted with demonstrations and operations. In addition, several students had the opportunity to present their science fair projects, allowing them to share their learning with families and peers. The event created an exciting, interactive environment that encouraged curiosity, problem solving, and family involvement in STEM learning.
- 8. Geography Bowl:** On February 27th, Thomas Edison Charter School South held its annual Geography Bowl, organized by Angela Barton. Fourth and fifth grade students formed their own teams and spent time studying geography concepts in preparation for the competition. The event also provided an engaging learning opportunity for younger students, as 3rd, 4th, and 5th grade classes attended to watch and enjoy the competition. In the fourth-grade division, Team Turtle (Jack Mullen, Gil Kopenheffer, Dakota Fowler, and Emily Dewey) earned 1st place, followed by The Rockin Bowlers (Natali Kunzler, Gracie Reeves, Coco Puertas, and Camden Lowe) in 2nd place, and S.U.P. (Judson Tolman, Liam Hubbard, Michael Durr, and McKade Hjorth) in 3rd place. In the fifth-grade division, Destroyers (Devin Burch, Luke Mertlich, Zac Faulkner, and Emmett Richards) took 1st place, Skibbidy Unicorns (Wyatt Homer, Everest Bhatta, Trevor Skewes, and Rhett Hathaway) earned 2nd place, and Time Turners (Finn Hamblin, David Christensen, Sydney Douglas, and Braxton Zeller) placed 3rd. The Geography Bowl continues to be a fun and academically enriching tradition that encourages students to deepen their knowledge of world geography while building teamwork and school spirit.
- 9. Bring a Friend to School Day:** On February 27, 2026, we hosted a “Bring a Friend to School Day” as part of our efforts to promote the school and help boost enrollment for next year. Students in grades K–8 were invited to bring a friend to experience a portion of the school day and see firsthand what they enjoy about Thomas Edison. Kindergarten and 1st grade visitors attended from 8:09–10:00 with a parent, 2nd and 3rd grade visitors attended from 8:09–11:00, and 4th–7th grade visitors stayed from 8:09–1:25. A total of 116 visitors signed up, with 110 students attending. Attendance included 15 kindergarten visitors, 6 in 1st grade, 9 in 2nd grade, 18 in 3rd grade, 22 in 4th grade, 16 in 5th grade, and 25 middle school visitors. While the turnout was strong, the event has not yet resulted in completed enrollments tied directly to the day. However, we hope the experience planted seeds for families who may consider enrolling their students at Thomas Edison in the near future.

10. Canned Food Drive: During the month of February, our student council engaged our students in a Canned Food Drive. We brought in over 3,000 pounds of cans to donate. This is a great opportunity for our students and families to give service to our community. Under the direction of Jenna Oakey and Brooke Geary, our student council collected the cans from the classrooms and delivered them to the food pantry.

11. Spring Parent Teacher Conferences: PTC's were held on March 4th and 5th. This is an amazing opportunity for parents to visit with teachers to see how their students are doing not only academically, but how they are interacting with their peers and how they are working through challenges.

Teachers are expected to have 100% attendance. We typically have to "hound" a few parents to get them to come in, but elementary teachers will have 100%. Middle school teachers are expected to have 100% with all 6th grade students that need to fill out SEP forms and any students with D's or F's. Parents who are required to attend and don't show up, are moved to Level 4 (parent/teacher) or Level 5 (principal/parent) meetings to help ensure that parents step in and start supporting their students.

12. Aide Reviews: During the month of March we meet with every aide in our building to discuss how they are doing and have aides self-evaluate themselves based on the aide expectations. This is also a time that we find out which aides are returning. We are currently in the middle of these meetings and they are going very well.

13. Regional History Fair: On March 11, students from Thomas Edison Charter Schools participated in the Cache Regional History Day competition. We are pleased to recognize the students who represented our school at the regional level: Hollie Coombs, Kaden Hawkes, Sarah-Ann Maddox, Addilyn Maughan, Amber Olsen, Laurel Morrey, Adalyn Nielsen, Christian Weaver, Josslyn Laursen, and Kallen Wise. These students dedicated significant time and effort to researching historical topics, developing projects, and presenting their work. We are proud of the way they represented TECS through their preparation, scholarship, and professionalism.

Several students earned recognition for their projects and will advance to the state competition. State qualifiers include: Kallen Wise for his research paper, *"The Manhattan Project, the Discovery of Nuclear Fission, and How Nuclear Science Impacts Us Today"*; Amber Olsen for her exhibit, *"Out of the Pit: The Inhumane Treatment of Mental Patients and the Woman Who Changed It All"*; Adalyn Nielsen for her exhibit, *"The Smallpox Vaccine: A Breakthrough in Medical History"*; Addilyn Maughan for her exhibit, *"Straightening History: The Harrington Rod Revolution"*; and Sarah-Ann Maddox for her documentary, *"Amber Alerts: And the Tragedy That Started It All."* Laurel Morrey received an Honorable Mention for her project, *"The Revolution of the Corset Through the Centuries."*

Students also received several special recognitions. Josslyn Laursen earned a Special Award for Creative Project Design for her exhibit, *"Germany's Titanic: Death Beneath the Waves."* Addilyn Maughan received a Special Award in Science and Technology for her exhibit on the Smallpox vaccine. We are grateful for the dedication of our history teachers, JoLyne Merchant and Kara Catano, who guided and supported students throughout this process. Mrs. Merchant shared that she was extremely proud of the students' hard work and growth, noting that they

represented the school exceptionally well and demonstrated impressive dedication to historical research and presentation.

Upcoming Events

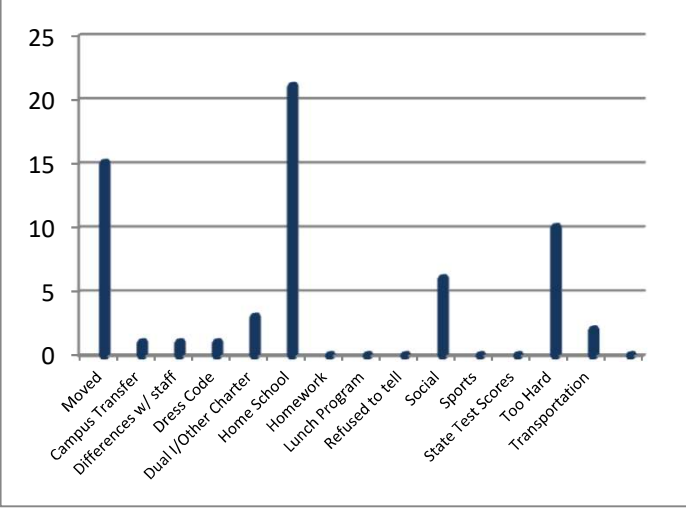
March 4	Dismiss at 1:25 pm for Parent Teacher Conferences
March 5	No school - Parent Teacher Conferences
March 6	No school
March 10	Regional History Fair
March 13	MS Science Fair
March 17	Treasure Your Time Participation Celebration
March 19	Biggest Writer Celebration at 3:15 pm
March 20	District Geography Bowl at 12:20 pm, Edison South Art Show/Talent Fair at 6:00 pm
March 24	MS Musical Performance at 7:00 pm
March 25	MS Musical Assembly 1st-5th attend at 9:00 am MS Musical Performance at 7:00 pm
March 26	MS Musical Assembly 6th-8th attend at 9:00 am
March 30-April 3	Spring Break

Personnel Updates/Vendor Requests

None at this time.

Enrollment Report										
Grade	Current Count	Current Spaces	Projected	Openings	Pref. Waiting	Reg. Waiting	2024-25		Growth	
K	67	90	90	23	0	0	85	-18	-21.2%	
1	79	90	85	11	0	0	75	4	5.3%	
2	68	90	85	22	0	0	81	-13	-16.0%	
3	82	90	85	8	0	0	87	-5	-5.7%	
4	85	90	90	5	0	0	70	15	21.4%	
5	79	90	75	11	0	0	67	12	17.9%	
6	64	90	70	26	0	1	82	-18	-22.0%	
7	85	90	82	5	2	2	74	11	14.9%	
8	78	90	71	12	1	2	75	3	4.0%	
Total	687	810	733	123	3	5	696	-9	-1.3%	

Withdrawal Reason Count												
REASON	K	1	2	3	4	5	6	7	8	9	Total	%
Moved	0	1	5	1	2	1	1	1	3	0	15	25.0%
Campus Transfer	0	0	1	0	0	0	0	0	0	0	1	1.7%
Differences w/ staff	0	0	0	0	0	0	0	1	0	0	1	1.7%
Dress Code	0	1	0	0	0	0	0	0	0	0	1	1.7%
Dual I/Other Charter	0	1	1	0	1	0	0	0	0	0	3	5.0%
Home School	0	4	1	7	3	3	1	1	1	0	21	35.0%
Homework	0	0	0	0	0	0	0	0	0	0	0	0.0%
Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%
Refused to tell	0	0	0	0	0	0	0	0	0	0	0	0.0%
Social	0	0	0	0	2	0	0	1	3	0	6	10.0%
Sports	0	0	0	0	0	0	0	0	0	0	0	0.0%
State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
Too Hard	3	2	1	1	1	0	1	1	0	0	10	16.7%
Transportation	0	1	0	0	1	0	0	0	0	0	2	3.3%
											0	0.0%
Total	3	10	9	9	10	4	3	5	7	0	60	



Number of Families	
2025-26	2024-25
407	416

Part time students	
Elem	MS
0	0

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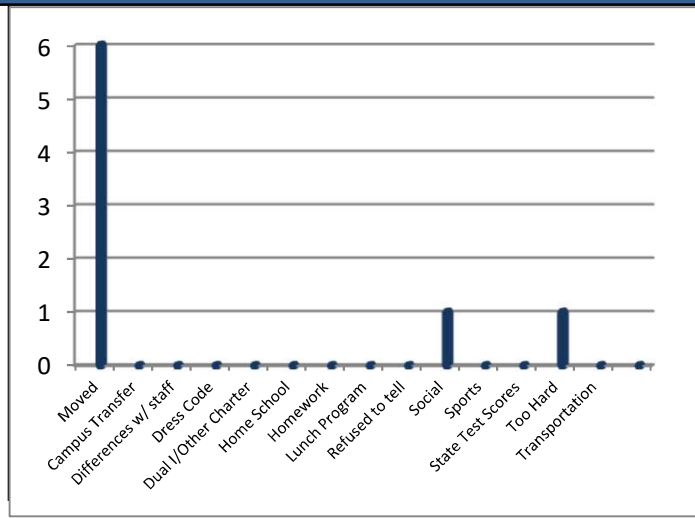
DIDN'T ENROLL	K	1	2	3	4	5	6	7	8	9	Total	%
DE-Refused to tell	0	0	1	0	1	1	0	0	0	0	3	11.5%
DE-Moved	2	0	0	0	0	0	0	0	0	0	2	7.7%
DE-Campus Transfer	1	1	0	0	0	0	0	0	0	0	2	7.7%
DE-Dual Immersion	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Home School	1	0	0	0	0	0	0	0	0	0	1	3.8%
DE-Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Social	0	1	0	0	0	0	0	0	0	0	1	3.8%
DE-State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Too Hard	5	1	0	1	2	0	0	0	0	0	9	34.6%
DE-Transportation	2	0	2	0	0	1	0	1	0	0	6	23.1%
DE-Waiting List	1	0	1	0	0	0	0	0	0	0	2	7.7%
Didn't Enroll Total	12	3	4	1	3	2	0	1	0	0	26	

Years of Attendance									
Years	1	2	3	4	5	6	7	8	%
New	4%	7%	11%	9%	14%	5%	9%	14%	9%
One		4%	11%	6%	6%	13%	7%	8%	7%
Two			2%	14%	5%	9%	14%	9%	7%
Three				5%	5%	5%	6%	5%	3%
Four					1%	8%	7%	6%	3%
Five						6%	6%	4%	2%
Six							2%	3%	1%
Seven								0%	0%
ALL	96%	88%	76%	66%	68%	55%	48%	34%	6%

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Enrollment Report									
Grade	Current Count	Current Spaces	Projected	Openings	Pref. Waiting	Reg. Waiting	2024-25		Growth
K	54	90		36	0	0		54	#DIV/0!
1	71	90		19	0	0		71	#DIV/0!
2	79	90		11	0	0		79	#DIV/0!
3	71	90		19	0	0		71	#DIV/0!
4	87	90		3	0	0		87	#DIV/0!
5	88	90		2	1	0		88	#DIV/0!
6	80	90		10	3	0		80	#DIV/0!
7	63	90		27	6	1		63	#DIV/0!
8	84	90		6	2	0		84	#DIV/0!
Total	677	810	0	133	12	1	0	####	#####

Withdrawal Reason Count													
REASON	K	1	2	3	4	5	6	7	8	9	Total	%	
Moved	0	1	3	0	0	1	1	0	0	0	6	75.0%	
Campus Transfer	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Differences w/ staff	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Dress Code	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Dual I/Other Charter	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Home School	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Homework	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Refused to tell	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Social	0	0	0	0	0	1	0	0	0	0	1	12.5%	
Sports	0	0	0	0	0	0	0	0	0	0	0	0.0%	
State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Too Hard	0	0	0	0	0	0	0	1	0	0	1	12.5%	
Transportation	0	0	0	0	0	0	0	0	0	0	0	0.0%	
											0	0.0%	
Total	0	1	3	0	0	2	1	1	0	0	8		



Number of Families	
2025-26	2024-25

Part time students	
Elem	MS
0	0

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DIDN'T ENROLL	K	1	2	3	4	5	6	7	8	9	Total	%	
DE-Refused to tell	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Moved	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Campus Transfer	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Dual Immersion	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Home School	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Social	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Too Hard	1	0	0	0	0	0	0	0	0	0	1	100.0%	
DE-Transportation	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Waiting List	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Didn't Enroll Total	1	0	0	0	0	0	0	0	0	0	1		

Years of Attendance									
Years	1	2	3	4	5	6	7	8	%
New	6%	3%	4%	2%	5%	0%	0%	0%	2%
One		1%	7%	13%	9%	15%	5%	8%	8%
Two			0%	3%	6%	5%	13%	8%	4%
Three				0%	14%	4%	10%	13%	5%
Four					5%	5%	5%	6%	3%
Five						0%	8%	7%	2%
Six							6%	6%	1%
Seven								0%	0%
ALL	94%	96%	89%	82%	63%	71%	54%	37%	17%

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Governing Board Principal Report for Edison North
March 11, 2026
Brad Larsen

1. **Strategic Outcome #6:** *The number of students on the wait list will be at least 107% of capacity measured within one week after the lottery and two weeks after school begins.*

Enrollment numbers continue to be lower than desired. We are continuing to work with Target River in hopes that we can bolster our numbers. Currently our numbers are 457/504, or approximately 90%. The numbers in our older grades continue to hold steady, it is our younger grades that have more openings.

2. **Bring a Friend To School Day:** We held a "Bring a Friend to School Day" on February 27th. We had 36 students sign up and 31 students attend. We limited our participants to elementary classes only as our middle school doesn't currently have space.
K had 4 attend
1st had 3 attend
2nd had 3 attend
3rd had 9 attend
4th had 5 attend
5th had 7 attend
3. **Staff Winter Party:** We had our staff winter party on February 6th this year. We have pivoted from a Christmas party to encourage more participation and not have conflicting events. It was held at the North campus and was a great success. We combine both campuses and it gives employees a chance to see each other outside of the work sphere and rub shoulders with one another in a fun and engaging way.
4. **Triton Onboarding:** We have installed our bathroom sensors. I believe we have a few minor issues to work out but, they are up and active. These sensors should notify us if any smoking or vaping are transpiring in the bathroom.
5. **President's day assembly:** We had a leadership focused assembly this year with some fun interactive ways for the students to participate. We talked about overcoming hardship and that difficult things can be overcome. We shared multiple presidents that overcame difficult moments and times in their lives and what they were able to achieve as the leader of our nation.
6. **Class Parties and Middle School Dance:** Our PO volunteers did another superb job organizing parties in each of the elementary classes and decorating and running a very successful dance in middle school. We had a fun dance where students are given the opportunity to ask each other to dance in advance with dance cards and try to support

everyone learning some basic steps and having a fun time. Students enjoy these activities and getting to relax and do something a little different with their friends.

- 7. PO Date Night and Auction:** The Parent Organization hosted a “Share the Love Dinner and Auction” as the main fundraiser for our school this year. Parents, grandparents, teachers, and friends entered bids for a silent auction, enjoyed a nice dinner with entertainment, and worked to out-bid each other during a live auction. The evening generated a generous amount for the PO to use to support our school through class parties, family activities, and other school events. We appreciate the dedicated efforts of our PO Board to offer this popular fundraising activity each year.
- 8. Science Fair:** Mrs. Singh and Mrs. Scott organized an incredible science fair for our 6th - 8th graders on Feb. 27. This year’s winners, listed 1st place, 2nd place, 3rd place, and honorable mention, are listed below. Many of these students will compete at the regional Ritchey Science Fair.

	6	7	8	Engineering	Special Awards
1st	Clara Varela	Gaby Lopez and Elyse Petersen	Josephly Aponte Roman and Lizée Jorgensen	Crag Campbell (8)	Outstanding Presentation: Miela Buck (7)
2nd	Brooke Fowers and Logan King	Inara Douglass	Henry Blonquist	Kayden Spencer (8)	Future Scientist: Kate Lund (8)
3rd	Abbie Blonquist	Melody Zhan	Fidel Effendi	Ben Ziegenfelder (6)	Most Creative: Jessalyn Malouf (8)
Honorable Mention	Elisa Hernandez and Paige White	Fiona Zhang	Caleb Jacobson & Henry Markham and Ellis Whitby	Owen Oldham and Adam Harper (8)	Judges Choice: Ben Lopez and Talmage Lawyer (6)

- 9. Parent Teacher Conferences:** Our spring Parent Teacher Conferences were held on March 5-6. This is always an excellent opportunity for families to connect with our teachers to discuss each student’s school effort and successes. The Parent Organization offers a light dinner during evening conferences and brunch the following day for our teachers. Teachers put in many extra hours preparing for and carrying out conferences, but we know they are well worth it. We expect our elementary teachers to meet with all of our students. Currently, 98% of our elementary students have had a conference with their teachers. In middle school, we had 74% attendance from all students and 93%

attendance from students with a C or lower who are expected to attend. Our teachers are reaching out to all students who were expected to attend and missed the conferences to reach our goal.

10. Regional History Fair: The National History Day Regional was held on Tuesday, March 10th on the USU campus. We had eleven students on six projects qualify to move onto the state competition this year. We are excited for our students and what they are able to accomplish.

1. Tomi Atoloye, Craig Campbell, and Michael Snelson
2. Evie Wohlford, Anna Gibson, Gia Trento, and Paisley White
3. Fidel Effendi
4. Henry Blonquist
5. Miela Buck
6. Cole Varner

11. Scripps National Spelling Bee Qualifier: Edison North's Spelling Bee winner, Adam Harper, and Clara Varela competed Saturday, March 7, in the Scripps Regional Spelling Bee sponsored by City Journals in Salt Lake City.

12. Building Projects: Gearing up for some summer projects.

Vendor Requests/Approvals

None currently.



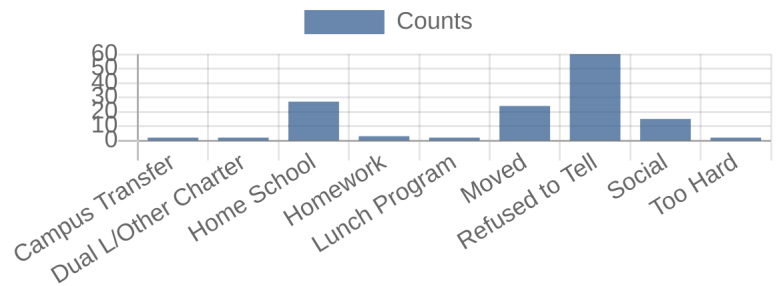
Statistics of the 2025-2026 school year

Enrollment Report

Grade	Current Count	Current Spaces	Projected	Opening	Sib. Waiting	Reg. Waiting	2025-2026	2024 - 2025	Growth	
K	44	56	56	12	0	0	44	49	-5	-10.20 %
1	42	56	56	14	0	0	42	49	-7	-14.29 %
2	48	56	56	8	0	0	48	48	0	0.00 %
3	49	56	56	7	0	0	49	53	-4	-7.55 %
4	54	56	56	2	0	2	54	54	0	0.00 %
5	56	56	56	0	0	2	56	57	-1	-1.75 %
6	59	56	56	-3	0	10	59	54	5	9.26 %
7	53	56	56	3	0	3	53	56	-3	-5.36 %
8	52	56	56	4	1	2	52	54	-2	-3.70 %
Total	457	504	504	47	1	19	457	474	-17	-3.59%

Withdrawal Reason Count

Reason	K	1	2	3	4	5	6	7	8	Total	%
Moved	2	2	1	3	4	4	3	2	3	24	17.14%
Campus Transfer	0	0	1	1	0	0	0	0	0	2	1.43%
Home School	1	4	2	2	6	5	0	6	1	27	19.29%
Dual L/Other Charter	0	2	0	0	0	0	0	0	0	2	1.43%
Homework	0	1	1	0	0	1	0	0	0	3	2.14%
Lunch Program	0	0	1	1	0	0	0	0	0	2	1.43%
Refused to Tell	9	10	6	6	5	5	7	7	5	60	42.86%
Social	0	0	1	1	1	1	0	4	7	15	10.71%
Too Hard	1	0	0	0	0	0	1	0	0	2	1.43%
Total	13	19	13	14	16	16	11	19	16	137	
Didn't Enroll	K	1	2	3	4	5	6	7	8	Total	%
DE - Refused to Tell	0	0	0	0	0	1	1	1	0	3	2.14%
Total	0	0	0	0	0	1	1	1	0	3	



# of Families	
2025-2026	2024 -2025
304	324

Years of Attendance

Years	K	1	2	3	4	5	6	7	8	%
New	97.73 %	21.43 %	14.58 %	22.45 %	18.52 %	25.00 %	10.17 %	15.09 %	13.46 %	25.16%
One	2.27 %	78.57 %	12.50 %	4.08 %	7.41 %	5.36 %	5.08 %	9.43 %	5.77 %	13.13%
Two			72.92 %	12.24 %	7.41 %	8.93 %	8.47 %	3.77 %	9.62 %	13.57%
Three				59.18 %	12.96 %	10.71 %	6.78 %	3.77 %	9.62 %	11.60%
Four				2.04 %	53.70 %	7.14 %	6.78 %	1.89 %	3.85 %	8.97%
Five						42.86 %	10.17 %	5.66 %	3.85 %	7.66%
Six							50.85 %	5.66 %	7.69 %	8.10%
Seven							1.69 %	52.83 %	7.69 %	7.22%
Eight								1.89 %	36.54 %	4.38%
All									1.92 %	0.22%



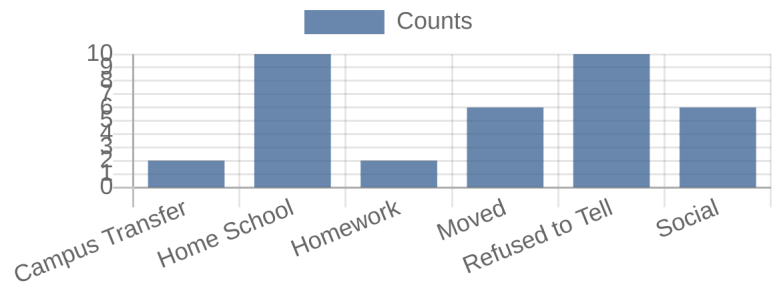
Statistics of the 2026-2027 school year

Enrollment Report

Grade	Current Count	Current Spaces	Projected	Opening	Sib. Waiting	Reg. Waiting	2026-2027	2025 - 2026	Growth	
K	43	56	56	13	0	0	43	44	-1	-2.27 %
1	43	56	56	13	0	0	43	42	1	2.38 %
2	44	56	56	12	0	0	44	48	-4	-8.33 %
3	50	56	56	6	0	0	50	49	1	2.04 %
4	54	56	56	2	0	0	54	54	0	0.00 %
5	55	56	56	1	0	0	55	56	-1	-1.79 %
6	58	56	56	-2	1	1	58	59	-1	-1.69 %
7	60	56	56	-4	0	1	60	53	7	13.21 %
8	50	56	56	6	0	0	50	52	-2	-3.85 %
Total	457	504	504	47	1	2	457	457	0	0.00%

Withdrawal Reason Count

Reason	K	1	2	3	4	5	6	7	8	Total	%
Moved	0	1	1	1	1	0	0	2	0	6	16.67%
Campus Transfer	0	0	0	1	1	0	0	0	0	2	5.56%
Home School	0	1	2	1	1	1	3	0	1	10	27.78%
Homework	0	0	1	0	0	0	1	0	0	2	5.56%
Refused to Tell	0	2	1	1	1	0	2	2	1	10	27.78%
Social	0	1	0	1	0	0	2	0	2	6	16.67%
Total	0	5	5	5	4	1	8	4	4	36	
Didn't Enroll	K	1	2	3	4	5	6	7	8	Total	%
Total	0	0	0	0	0	0	0	0	0	0	



of Families

2026-2027	2025 -2026
0	0

Years of Attendance

Years	K	1	2	3	4	5	6	7	8	%
New	100.00 %	6.98 %	11.36 %	10.00 %	16.67 %	7.27 %	20.69 %	8.33 %	6.00 %	19.47%
One		90.70 %	11.36 %	10.00 %	12.96 %	12.73 %	10.34 %	6.67 %	12.00 %	17.29%
Two		2.33 %	77.27 %	10.00 %	3.70 %	7.27 %	5.17 %	3.33 %	8.00 %	12.04%
Three				70.00 %	9.26 %	7.27 %	8.62 %	8.33 %	4.00 %	12.25%
Four					55.56 %	12.73 %	10.34 %	6.67 %	4.00 %	10.72%
Five					1.85 %	52.73 %	6.90 %	6.67 %	2.00 %	8.53%
Six							37.93 %	10.00 %	6.00 %	6.78%
Seven								48.33 %	6.00 %	7.00%
Eight								1.67 %	50.00 %	5.69%
All									2.00 %	0.22%