



## State Charter School Board Satellite Application

*The vision of the Utah State Charter School Board (SCSB) is that "every student has access to an excellent education that meets their unique learning needs"*

### **Submission:**

Due **November 1** two years before opening (e.g., November 1, 2020, for the 2022-2023 school year). Upload into the Applications Folder in the Documents Section of the Utah Charter Access Point (UCAP) system no later than **5:00 pm MST**.

### **SCSB Eligibility Review:**

After receipt, the office of the SCSB reviews assurances and evidence to confirm eligibility. If eligible, the Applicant is notified to apply and informed whether additional information will need to be submitted. Operational compliance will be confirmed throughout the review period.

### **State Charter School Board Consideration:**

At the January SCSB meeting, board members will consider the Satellite request. Schools will have an opportunity to present their request and answer questions.

### **Application Instructions:**

The Satellite Application template is a Microsoft Word document with checkboxes and text boxes for the Applicant to respond to questions. Prepare your application package using the template, attachments/forms, and the submission process approved by the SCSB. The template is designed to be completed and submitted electronically. Incomplete applications will be returned to the Applicant.

**Submit the application package electronically through the UCAP (Utah Charter Access Point) system.**



**Applicant Assurances:**

By checking this box, the Applicant certifies all information contained within this application is complete and accurate. Any misrepresentation could result in disqualification from further consideration and/or the revocation of authorization or award.

By checking this box, the Applicant certifies that the school satisfies requirements of federal and state laws, regulations, and rules, including, but not limited to:

<b>Requirement:</b> <i>As per R277-552-6</i>	<b>Evidence:</b> <i>Note: include a link or page number if submitting as a packet.</i>
Title 53E, Chapter 9, Student Privacy and Data Protection	<a href="https://www.excelsior-academy.org/student-data-privacy">https://www.excelsior-academy.org/student-data-privacy</a>
Title 53G, Chapter 7, Part 5, Student Fees	<a href="https://www.excelsior-academy.org/school-fees">https://www.excelsior-academy.org/school-fees</a>
Title 53G, Chapter 9, Part 7, Suicide Prevention	Policy: <a href="https://vahara-o2-public.s3.amazonaws.com/media/54101/School-Counseling-Policy.pdf">https://vahara-o2-public.s3.amazonaws.com/media/54101/School-Counseling-Policy.pdf</a> Program: <a href="https://drive.google.com/drive/folders/14Kk_C93dxbar-z_bPs2i6xcuhSiJIAB?usp=sharing">https://drive.google.com/drive/folders/14Kk_C93dxbar-z_bPs2i6xcuhSiJIAB?usp=sharing</a>
Title 53G, Chapter 8, Discipline and Safety	Safety Info: <a href="https://www.excelsior-academy.org/student-safety">https://www.excelsior-academy.org/student-safety</a> Discipline Info: <a href="https://www.excelsior-academy.org/student-discipline">https://www.excelsior-academy.org/student-discipline</a>
Title 52, Chapter 4, Open and Public Meetings Act	Public Notice: <a href="https://www.utah.gov/pmn/sitemap/publicbody/1593.html">https://www.utah.gov/pmn/sitemap/publicbody/1593.html</a> Board Info: <a href="https://www.excelsior-academy.org/board-meetings">https://www.excelsior-academy.org/board-meetings</a> OPMA Policy: <a href="https://vahara-o2-public.s3.amazonaws.com/media/83459/Organizational-Structure-and-Governing-Body.pdf">https://vahara-o2-public.s3.amazonaws.com/media/83459/Organizational-Structure-and-Governing-Body.pdf</a>
Title 63G, Chapter 6a, Utah Procurement Code	EAC Finance Policy Manual, Page 25: <a href="https://vahara-o2-public.s3.amazonaws.com/media/83412/Financial-Policy-Manual.pdf">https://vahara-o2-public.s3.amazonaws.com/media/83412/Financial-Policy-Manual.pdf</a>
the IDEA and Rule R277-750, with no unresolved audit exceptions	SpEd Policy Manual: <a href="https://vahara-o2-public.s3.amazonaws.com/media/82340/Special-Education-Policy-and-Procedures.pdf">https://vahara-o2-public.s3.amazonaws.com/media/82340/Special-Education-Policy-and-Procedures.pdf</a>
Rule R277-113, Local Education Agency (LEA) Fiscal and Auditing Policies	EAC Finance Policy Manual, Page 9: <a href="https://vahara-o2-public.s3.amazonaws.com/media/83412/Financial-Policy-Manual.pdf">https://vahara-o2-public.s3.amazonaws.com/media/83412/Financial-Policy-Manual.pdf</a>
Section 53G-9-207, Child Sexual Abuse Prevention	Policy: <a href="https://vahara-o2-public.s3.amazonaws.com/media/54084/Child-Abuse-Reporting.pdf">https://vahara-o2-public.s3.amazonaws.com/media/54084/Child-Abuse-Reporting.pdf</a> Training: <a href="https://educators.pcautah.org/">https://educators.pcautah.org/</a>
Subsection 63G-7-301(3) and Rule R277-322, Code of Conduct	Employee Handbook, Page 19: <a href="https://drive.google.com/file/d/1Y75YULYHtXs9E1RnKzjuUOOj2uu-odad/view?usp=sharing">https://drive.google.com/file/d/1Y75YULYHtXs9E1RnKzjuUOOj2uu-odad/view?usp=sharing</a>
Subsection 53G-5-404 (4), Program Accounting	EAC Finance Policy Manual, Page 7: <a href="https://vahara-o2-public.s3.amazonaws.com/media/84252/Financial-Policy-Manual.pdf">https://vahara-o2-public.s3.amazonaws.com/media/84252/Financial-Policy-Manual.pdf</a>



Additionally, for a Satellite request, the Applicant further certifies that the Satellite request is consistent with the school's Charter Agreement and:

<b>Requirement:</b> <i>As per R277-552-6</i>	<b>Evidence:</b> <i>Note: include a link or page number if submitting as a packet.</i>
The request is consistent with the charter school's Charter Agreement.	<a href="#">See page 12.</a>
Met all academic goals in the Charter Agreement.	See academic data on <a href="#">page 13.</a>
All schools in the charter LEA performed at or above the average student performance of other nearby schools on statewide assessments. (If the charter LEA serves a specialized population according to the Charter Agreement, the LEA may compare performance to schools serving similar populations.)	See <a href="#">page 13.</a>
Financial statements report revenues in excess of expenditures for at least three of the last four fiscal years.	See <a href="#">page 28.</a>
Maintained a net lease adjusted debt burden ratio of under 25% for each of the last three years.	See <a href="#">page 28.</a>
If the proposed Satellite will receive School LAND Trust funds, the school must have a charter trust land council.	<a href="https://www.excelsior-academy.org/land-trust">https://www.excelsior-academy.org/land-trust</a>

**Brandon Clark**  
 \_\_\_\_\_  
 Name of Governing Board Chair  
 (please print)

  
 \_\_\_\_\_  
 Brandon Clark (Dec 1, 2021 15:12 MST) Dec 1, 2021  
 Signature of Board Chair /Date



**School Entity Information:**

Name of Sponsoring School: *Excelsior Academy*

Name of School Administrator: *Stephanie Eccles*

Name of Satellite School: *Excelsior Academy Early Elementary, Excelsior Academy High School. We would also like our current middle school to become a satellite school from the current elementary.*

Local School District: *Tooele County School District*

To whom and when this application submitted to the local district: *Tooele County School District Interim Superintendent, Dr. Mark Ernst. December 1, 2021*

*Below, list the names and positions of all Governing Board Members for the Satellite campus including officers, members, directors, and partners. Also, list any other current charters in which they act as a corporate principal or charter representative. (Add rows as necessary).*

Name	Position	Years on Governing Board	Charter Affiliations (past and present)
Brandon Clark	Board Chair	2 years	None
Cathy Hunter	Governance	5 years	None
Amy Lear	Treasurer	2 years	None
Miles Lawrence	Trustee	5 years	None
Lori Dowgielewicz	Trustee	1 year	None
Danelle Robins	Trustee	1 year	None
Michael Jones	Trustee	1 year	None

**Required Exhibits:**

- Minutes of the sponsoring school Governing Board meeting authorizing application for Satellite Application. Include link or page number if submitting as a packet. [Link to draft minutes.](#)
- Explanation of how the Governing Board decided to seek to open a Satellite school. [See page 10.](#)
- Copy of current Governing Board bylaws: <https://vahara-o2-public.s3.amazonaws.com/media/83550/Board-Bylaws.pdf>



**Population and Enrollment:**

By checking this box, I understand and agree to the conditions that the school's advertisement or notice of Satellite and enrollment policies are consistent with state law and USBE Rule that the enrollment of students cannot begin until the SCSB has approved the Satellite Application and the USBE has received notice of the SCSB's action.

By checking this box, I understand and agree that the target population of the new school may differ from the target population of the sponsoring school; however, the responses in this application attempt to address any discrepancies.

Grade Levels to be Served: K-12

Projected Maximum Enrollment: 2,825

*Note: When completing the table, be sure to indicate the school year in the box labeled SY. Schools are listed as SY with the two-digit year for the end of the year. For example: SY22 is the 2021-2022 school year. Start with the year you wish to begin the Satellite. Please do not leave any boxes blank. If you do not plan to include a grade, place a 0 in the box.*

**Grades and Specific Number of Students Served by Grade**

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>SY 23</b>	200	168	168	140	140	140	165	165	165	0	0	0	0	1,451
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>SY 24</b>	225	225	225	140	140	140	165	165	165	100	0	0	0	1,690
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>SY 25</b>	225	225	225	225	140	140	165	165	165	120	100	0	0	1,895

This pattern will continue until SY2032 and full enrollment is reached. See the chart on the following page for additional detail. This expansion will help EAC provide all-day kindergarten if it becomes required.

*Attach a clear, specific, and concise response about the proposed target population. The page length for all four questions is two pages.*

1. Describe the target population of the Satellite school, which includes:
  - The percentage of students who are an ethnic or racial minority,
  - The percentage of students with disabilities who qualify for special education services or a 504 plan,
  - The percentage of economically disadvantaged students,
  - The percentage of students who are learning English, and
  - The academic performance of students who would be entering the school.
2. Compare the description in question one (1) to the local school district of the Satellite school.
3. Describe the enrollment practices, processes, and policies of the school.
4. Describe the enrollment timeframe that will be implemented and shared with the public.

Enrollment Projection Numbers															
		Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
	SY23	200	168	168	140	140	140	165	165	165	0	0	0	0	1451
Open early ELE - add on to the MS for high school grades	SY24	225	225	225	140	140	140	165	165	165	100	0	0	0	1690
	SY25	225	225	225	225	140	140	165	165	165	120	100	0	0	1895
Open high school building	SY26	225	225	225	225	225	140	165	165	165	140	120	100	0	2120
	SY27	225	225	225	225	225	225	165	165	165	160	140	120	100	2365
	SY28	225	225	225	225	225	225	225	165	165	180	160	140	120	2505
	SY29	225	225	225	225	225	225	225	225	165	200	180	160	140	2645
	SY30	225	225	225	225	225	225	225	225	225	200	200	180	160	2765
	SY31	225	225	225	225	225	225	225	225	225	200	200	200	180	2805
	SY32	225	225	225	225	225	225	225	225	225	200	200	200	200	2825

Response for Questions 1 and 2 from above:

*Student Population Travel Distance:* EAC is centrally located in Tooele County. Communities with students who attend EAC include Rush Valley, 22 miles; Stockton, 15 miles; Grantsville, 9 miles; Lake Point, 6 miles; Tooele City, 7 miles; and Stansbury Park, 2.5 miles.

**Enrollment Demographics Comparison** – October 1, 2020 Data

	EAC	Tooele District
<b>Total Students</b>	1,332	22,004
<b>Female</b>	49 %	48 %
<b>Male</b>	51 %	52 %
<b>SpEd</b>	15.3 %	9.9 %
<b>Ethnic Minority</b>	17.9 %	17.4 %
<b>Economically Disadvantage</b>	21.2 %	27.3 %
<b>ELL</b>	.4 %	3.4 %

We expect the demographics of the early elementary and high school to remain the same as the current student population.

Response for question 3 and 4 from above:

*January 1:* Lottery applications are available on the school website

- *March:* One-time lottery
- Students are placed on a numbered waitlist
- Online registration opens

*March-July:* Assessments and registration appointments

*Ongoing:* Available seats are filled starting the day the lottery is run and continues until all available seats are filled. This continues throughout the school year as needed.

*Preference:* preference is given in the following order: founders, faculty/staff, siblings, general waitlist.

The enrollment process and time frame will be the same for all buildings. Our enrollment policy is compliant with Utah State Code 53A-1a-506. *Enrollment policy:*

<https://vahara-o2-public.s3.amazonaws.com/media/54091/Enrollment-Policy.pdf>



## Market Analysis

Is there a market demand for the proposed Satellite?

By checking this box, I certify there is a market demand for the proposed Satellite.

The market analysis is an important part of the application. For the purposes of this application, a market analysis is an evaluation of the geographic area for the proposed Satellite in terms of the target population, general population growth or community development, and the success and enrollment of surrounding schools. It also includes evidence of community interest from potential students. A market analysis should show the educational needs the applicant is attempting to fill, as well as the market demands for education in the community being served.

**Market demand:** Provide the rationale for the requested Satellite. This should include a description of the proposed location and market. Establish the need for the school and its educational program in the selected community.

Share the process the school's Governing Board has undergone in order to demonstrate outreach to the community. Explain how the school will publicize and market to a broad cross-section of families and prospective students, including students with diverse racial, ethnic, linguistic, and socioeconomic backgrounds and students with disabilities.

Note: the market analysis will need to include qualitative and/or quantitative data and information that supports the requested Satellite. This could include current enrollment trends, waitlist trends, population and development trends for the proposed area, the capacity of surrounding public schools, and parent demand. Identify any potential challenges to the requested Satellite.

**Geographic Area**

EAC is centrally located in Tooele County. The area immediately surrounding the school is currently open farm space. The area is zoned for residential directly around the school. The area across the street from the school is zoned for a planned development.

*County Growth:* The [Tooele City Economic Development Strategic Plan](#) shows a projected population growth rate of 2.01 percent from 2020-2025. The 2016 [Tooele County General Plan](#) shows the below population projections.

**Table 1-1: Population Projections - Tooele Valley**  
(Source, UDOT; ZBPF)

	2015	2020	2030	2040
<b>Tooele Valley</b>				
Grantsville	10,198	11,794	16,216	22,139
Lake Point	1,266	1,400	1,633	1,880
Stansbury Park	8,998	9,145	9,290	9,537
Stockton	622	691	838	996
Tooele City	35,367	39,839	49,855	63,183
Unincorp. Tooele Valley	4,712	6,507	11,312	17,263
<b>TOOELE VALLEY TOTAL</b>	<b>61,163</b>	<b>69,376</b>	<b>89,144</b>	<b>114,998</b>
Unincorp. County	4,619	5,506	7,777	12,342
<b>TOOELE COUNTY TOTAL</b>	<b>65,782</b>	<b>74,882</b>	<b>96,922</b>	<b>127,340</b>

*School Growth:* EAC’s enrollment is projected to hit our enrollment cap of 1,410 for the 2022-2023 school year. Tooele County School District provided the following statement in a [Bond Argument Letter](#), “As the growth in Tooele County continues to increase each year, (3.44% increase last year according to the most recent census data), there has been no sign of new home construction slowing down. It is expected to have an increase of more than 3,000 students to the school district by 2024. Many of our schools are above ideal student capacity including Tooele and Stansbury High Schools. Even with the use of multiple portable classrooms they both have more than 200 students over the ideal max capacity. Willow Elementary is beyond ideal capacity with Grantsville Elementary close behind.”

**Enrollment Growth in Tooele County** - October 1 data found [here](#).

	2019	2020	2021	2022
<b>Tooele District</b>	16,903	17,608	22,004	22,939
<b>EAC</b>	1,046	1,325	1,332	1,353
<b>Bonneville Academy</b>	610	556	521	546
<b>Scholar Academy</b>	600	638	674	664
<b>Total Tooele County</b> (Does not include home school student count.)	<b>19,159</b>	<b>20,127</b>	<b>24,531</b>	<b>25,502</b>

Due to COVID, the 2021 data for Tooele County School District includes a significant enrollment increase for their digital learning center. Tooele County School District as a whole has shown a 33 percent growth rate over the past four years.

**Enrollment** - October 1 Data found [here](#).

GRADE	2019	2020	2021	2022	GRADE	2019	2020	2021	2022
<b>Kinder</b>	127	162	162	162	<b>5<sup>th</sup></b>	120	127	142	142
<b>1<sup>st</sup></b>	120	145	147	155	<b>6<sup>th</sup></b>	153	152	146	163
<b>2<sup>nd</sup></b>	118	130	148	139	<b>7<sup>th</sup></b>	142	179	153	167
<b>3<sup>rd</sup></b>	119	148	134	140	<b>8<sup>th</sup></b>	109	140	155	153
<b>4<sup>th</sup></b>	105	142	138	132	<b>Totals</b>	1,113	1,325	1,332	1,353

### Waitlist Cumulative – internal data

Grade	2021	2022
Kinder	241	240
1st	60	53
2nd	52	53
3rd	45	52
4th	39	47
5th	43	45
6th	58	53
7th	50	53
8th	37	43
Total	625	639

### Enrollment Trends – Data from UCAPS

School Year	Enrollment Trend	Transfer Rate	Retention Rate
2021	100.5	5.5	89.7
(COVID) 2020	126.7	6.1	85
2019	149.2	4.7	91.5
2018	95.9	2.7	93.5
2017	106.3	3.1	87.8
2016	101.2	3.6	93.1
2015	99.6	6.2	90

EAC has met and exceeded all USCSB enrollment metrics.

### Approbations

- EAC has an established reputation for providing a high-quality academic experience within Tooele County. EAC was one of just two schools in the county to receive an ‘A’ school grade for the 2015-2016 school year. EAC was the only school in the county to receive an ‘A’ grade for two consecutive years. EAC received a ‘B’ grade for all previous years.
- Recognized by the USCSB for performing in the top eight percent of all Utah schools for RISE 2017-2018. [Tooele Transcript Article](#)
- EAC received the School of the Year finalist award from the Utah Association of Public Charter Schools for the 2018-2019 school year. [See Circle of Excellence video here.](#)
- EAC’s 8<sup>th</sup> grade science teacher received the 2019 National Excellence in Teaching about Agricultural Award for his green thumbs program for the 2018-2019 school year. He also received this award at the state level. [National Ag Teacher of the Year article](#) and [Utah Ag Teacher of the Year article](#)

### Educational Needs

*High School:* With three charter schools in Tooele County, there is a need and desire for a charter high school. The high school would provide school choice at the high school level.

*Classical Foundation:* EAC is the only school in Tooele County that offers a Classical Education with a focus on academic rigor. Most Tooele County District Schools are part of the dual immersion program. We provide a program to families that are looking for a broad foundation of knowledge.

*Leveled Learning:* Our leveled learning is an extensive and robust program implemented school wide where students receive a full hour of small-group instruction in reading and math. This is a unique learning model and takes a high number of faculty and staff to implement correctly. [See page 16](#) for additional details.

*Middle School Electives:* Middle school students have a broad selection of electives ranging from beginner levels to advanced levels. Our elective programs have a quality reputation within the county. Students enroll at EAC to participate in these programs. [See page 18](#) for additional details.

- Debate: students have placed in multiple categories over many years.
- Robotics: two teams attended their first VEX IQ competition and placed 4<sup>th</sup> and 5<sup>th</sup> places.

*Competitive Sports Program:* Middle school students have the opportunity to participate in an after-school competitive sports program. EAC has the only middle school/jr. high competitive sports program in Tooele County where students compete as part of a school team instead of a community rec league. Students enroll

with the intent of participating on the sports teams.

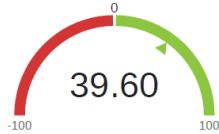
- Girls’ volleyball: 1<sup>st</sup> place at state for the 2020 and 2021 seasons. Runner up for 2019.
- Boys’ volleyball: State runners-up for the 2019 and 2021 seasons.
- Cross Country: Tooele County Champions in 2018.
- Ballroom Dance Team: 1<sup>st</sup> place in Jr. Latin Medley and Jr. Music Video Swing. 2<sup>nd</sup> place in Jr. Swing Show Dance in 2021. 1<sup>st</sup> place in Jr. Latin Show Dance for 2020. 2<sup>nd</sup> place in Jr. Standard Show Dance for 2020

*All-Day Kindergarten:* If kindergarten is required to change to an all-day format, our current elementary building will not allow us to increase from eight half-day (four classrooms) to eight full-day classes (eight classrooms). The expansion and construction of a new early elementary building will allow us to provide full-day kindergarten.

*2021 Parent Survey Results:*

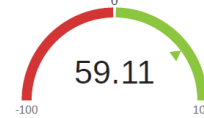
**Middle School Score**

How likely is it you would recommend that family, friends, and colleagues send their students to Excelsior Academy?



**Elementary Score**

On a scale from 0-10, how likely are you to recommend Excelsior Academy to family, friends, or colleagues?



*Community Interest:* A survey gauging interest in a high school were sent to faculty, parents, and students. The parent survey was sent to approximately 1,620 people with 621 responses. This survey garnered a significantly higher response rate than our regular parent satisfaction survey. The survey was also posted to social media for the general public to participate.

**Potential High School Survey - Parent Results**

Would you send a student to an EA 9th grade?	Yes	No	Total							
	548	69	617							
What is Your Level of Commitment?	1	2	3	4	5	6	7	8	9	10
	2	1	3	3	15	15	21	57	56	340
How Likely would you stay for all 4 years?	Extremely Unlikely	Somewhat Unlikely	Neither Likely nor Unlikely	Somewhat Likely	Extremely Likely					
	32	10	12	64	397					
Would you sign your name to a letter of support?	Yes	No	Total							
	495	20	515							

*Community members in support of the project:* 495 community members have added their name to a list of support for the high school. This list will be used as a base for founding status. To see the list of names signed to the letter of support click [here](#).

**Governance Process**

The Board and school directors have been approached by parents for many years asking when a high school would be constructed. Before expanding into the high school grades, an adequate number of middle school students from EAC and the surrounding charter schools was needed. Administration has had many conversations in public board meetings on the future and expansion plans for EAC. These meetings are advertised on the board agendas posted at the school. See an additional explanation of the rational and further board meeting discussions on [page 25](#) of this application.



### **Charter Fidelity**

Are the key elements and terms of the Charter Agreement being met?

By checking this box, I certify the school is meeting the terms of its Charter Agreement. If the SCSB finds the school is not meeting the terms of its Charter Agreement, the Satellite request cannot be approved.

**Key Elements:** List the key elements and goal(s) of the Charter Agreement and how the school is implementing and meeting these measures.

<b>Key Elements in Charter</b>	<b>Objective Evidence of Practice</b>
Classical Foundation	Core Knowledge Sequence, Saxon math, Spalding Spelling, Reading Mastery. A classical education: language based and systematic lesson plans.
Average class size will range from 24 – 30 students.	The average adult to student ratio in the elementary school is 12.72. The average adult to student ratio in middle school is 13.5.
One aide per class for 4 hours a day	<p>Each elementary classroom has a certified teacher and one instructor for the full school day. Each grade level team also has one extra instructor for the full school day. (6 aides to every 5 classrooms.)</p> <p>The middle school science and English departments have one instructor per three teachers. The middle school math department has two instructors per four teachers.</p> <p>The SpEd department employs teachers and instructors depending on the need of each school year.</p>
Summative tests administered quarterly	<p>EAC uses assessments that are built into our Reading Mastery curriculum. Students are given an assessment every five lessons.</p> <p>The Acadience are used to determine which students need to be placed in a tier II or tier III reading intervention group.</p> <p>Tests are given according to the curriculum’s scope and sequence. Some subjects test weekly and others test after every unit.</p>
90% parent participation in PTC	Parent participation in Parent Teacher Conferences was 81 percent in fall of 2021, 85 percent in the fall of 2020, and 80 percent in the spring of 2019.
Directed Learning/Club Time during the last hour of the day	<p>Our school day remains 45 minutes longer than the state requirement. Instead of attending club time at the end of the day, students attend club time built into their schedule throughout the day.</p> <p>MIDDLE SCHOOL: Students have three electives built into their daily schedule. We offer over 30 electives to choose from. On Fridays, students participate in TAC which is an incentive based elective. Participation in TAC requires students to achieve a report card grade of C- or higher in the core classes (ELA, Math, and Science). A study skills is offered to those who do not meet the requirement.</p> <p>We have a successful competitive sports program.</p> <p>ELEMENTARY: Elementary students attend weekly art, music, PE, and computer classes.</p>
Teachers will receive professional development	New teachers are provided one-on-one training throughout the summer. In addition, new teachers also participate in a full-time, pre-professional development week. Veteran teachers receive one-week of pre-professional development prior to the school year beginning. EAC has an extensive coaching and mentoring program for all teachers that functions throughout the school year.
Differentiated Direct Instruction, sequenced learning and spiral learning	See evidence here: <a href="https://drive.google.com/drive/folders/1Hj4XEngj2N95HbfFAjwGM1VqUKfqe_hm?usp=sharing">https://drive.google.com/drive/folders/1Hj4XEngj2N95HbfFAjwGM1VqUKfqe_hm?usp=sharing</a>



**Academic Success**

Is the school academically successful?

By checking this box, I certify the school is academically successful, provides educational services consistent with state law and USBE rule, administers statewide assessments consistent with state law and USBE rule, and provides evidence-based instruction for special populations as required by federal law. If the SCSB finds the school is not academically successful or doing the things listed above, the Satellite request cannot be approved.

It is very important that the charter requesting a Satellite campus be able to show it is academically successful. For the purposes of this application, academic success should be demonstrated through objective evidence and data of students meeting or exceeding academic goals that put students on track to obtaining post-secondary success. The SCSB is open to different ways a school may show academic success, but the responsibility lies with the school to provide convincing evidence of academic success.

**Academic Data:** Provide academic performance data for the last five years (or if there are not five years of data, as many years as possible, but not less than two). Explain how the data shows the school is academically successful. Provide disaggregated data by subgroup for at least the last year.

**School Comparison Data**

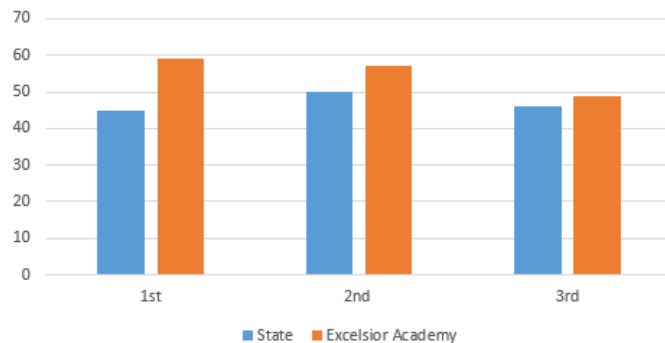
The 2020-2021 RISE scores for schools in Tooele County show that EAC was the top performing *charter* school. EAC also performed in the top four of surrounding Tooele County schools in ELA and science and top six schools in math. Our student population consists of students from around Tooele County. A comparison of the surrounding Tooele County schools shows that EAC performed well above the average of Tooele County schools.

Acadience math data for the BOY 2022 school year shows that EAC performed above the state in percent proficient.

**2020-2021 Rise Data in Tooele County**

School	ELA	Math	Science
Stansbury Park Ele	43	45	60
Clarke N. Johnsen Jr. High	41	40	54
Rose Springs Ele	40	45	51
Excelsior Academy	40	39	51
Bonneville Academy	33	28	43
Old Mill Ele	38	40	42
Northlake Ele	27	33	41
Middle Canyon Ele	36	36	40
Grantsville Ele	28	27	39
Scholar Academy	31	27	38
Tooele Jr. High	28	33	38
Settlement Canyon Ele	20	25	37
Grantsville Jr. High	33	50	36
Tooele District	33	30	36
Overlake ele	31	38	34
Sterling Ele	25	23	33
Willow Ele	25	22	32
Copper Canyon Ele	22	23	29

**2021-2022 BOY Math Acadience**

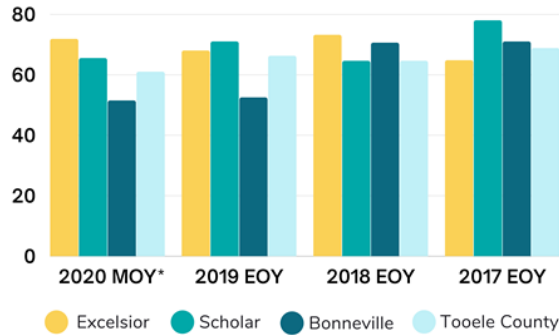


Acadience reading data for the 2020 school year shows that EAC had the highest scores compared to Tooele County School District and the surrounding charter schools. Data for 2019 shows that EAC had the second highest scores within Tooele County schools. (Data pulled from the [Early Literacy \(K-3 Reading\)](#) reports.

### Utah Student Assessment Results Comparison

#### ACADIENCE/DIBELS

Acadience/Dibels 4 year history for Excelsior Academy, 2 (only) local charter schools, & Tooele County School District.



\*No End of Year data available due to COVID closure.

RISE/SAGE comparison data for charters within Tooele County as well as Tooele County School District shows that EAC regularly performs above the average of Tooele County School District and the other charter schools. While there were individual schools that may show higher RISE/SAGE scores, EAC has a student population representative of the greater Tooele County area. A comparison to the district as a whole is more reflective than a comparison to individual schools.

Of note is the downward trend for RISE/SAGE scores across the past four years. In reviewing the comparison data among district and charter schools to EAC's performance, one can see that all schools in the county experienced the same downward trend in performance. However, EAC's performance has consistently exceeded the surrounding charter and district schools, typically by 5% or more.

### Excelsior Academy Timeline & RISE/SAGE Percentage of Students Proficient History

5 year comparable history for all 3 Tooele County Charter Schools & Tooele County School District.

SCHOOL	2021	2020	2019	2018	2017
	<p>Excelsior Academy opens for new school year on time with full schedule. In person &amp; online (in classroom) learning options offered.</p>	<p>No testing COVID-19 closure</p>	<p>Excelsior adds 400 new students to our student body in August 2018.</p>	<p>Growth Commendable Achievement Commendable New state report card system begins.</p>	
Excelsior Academy	<p>ELA 40% Science 51% Math 39%</p>	<p>ELA No Data* Science No Data* Math No Data*</p>	<p>ELA 45% Science 56% Math 45%</p>	<p>ELA 57% Science 69% Math 59%</p>	<p>ELA 49% Science 75% Math 63%</p>
Scholar Academy	<p>ELA 31% Science 38% Math 27%</p>	<p>ELA No Data* Science No Data* Math No Data*</p>	<p>ELA 45% Science 50% Math 49%</p>	<p>ELA 43% Science 45% Math 38%</p>	<p>ELA 40% Science 39% Math 38%</p>
Bonneville Academy	<p>ELA 33% Science 43% Math 28%</p>	<p>ELA No Data* Science No Data* Math No Data*</p>	<p>ELA 37% Science 52% Math 35%</p>	<p>ELA 39% Science 47% Math 38%</p>	<p>ELA No Data** Science No Data** Math No Data**</p>
Tooele County School District	<p>ELA 33% Science 36% Math 30%</p>	<p>ELA No Data* Science No Data* Math No Data*</p>	<p>ELA 39% Science 48% Math 42%</p>	<p>ELA 38% Science 41% Math 44%</p>	<p>ELA 35% Science 43% Math 43%</p>

\*No Data reported due to closure.

\*\*School was newly built. No data to report.

## School Academic Data

<i>5 years of EOY Acadience Reading by Percent</i>							
	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade	Schoolwide
<b>2020-2021</b>							
Benchmark	75	68	61	67	67	59	66.17
Strategic	15	10	10	9	17	24	14.17
Intensive	10	22	29	24	16	17	19.67
<b>2019-2020</b>							
No data							
<b>2018-2019</b>							
Benchmark	71	63	64	73	76	59	67.67
Strategic	16	11	14	9	15	18	13.83
Intensive	13	26	23	18	9	23	18.67
<b>2017-2018</b>							
Kindergarten students took the KEEP assessment instead of Acadience							
Benchmark	No Data	76	69	74	63	67	69.80
Strategic	No Data	9	11	14	20	22	15.20
Intensive	No Data	15	21	12	17	11	15.20
<b>2016-2017</b>							
Benchmark	59	64	68	63	87	55	66.00
Strategic	24	13	10	10	5	19	13.50
Intensive	17	23	22	27	8	26	20.50

**Educational Services:** Describe how the school meets each of the requirements listed in R277-552-7(4)(d).

- i. provide educational services consistent with state law and Board rule; [See page 2 of this application.](#)
- ii. administer and have capacity to carry out statewide assessments including proctoring statewide assessments, consistent with Section 53E-4-303 and Rule R277-404;

Teachers and teacher aids (instructors) receive ethics training on assessment administration in a professional development prior to administering assessments. Each classroom where an assessment will be administered has two trained proctors.

EAC has enough computers for every student who will take the assessment to have their own computer.

Each grade level team sets new RISE goals each year, which are tied to an incentive when the goal is met. This practice has made significant improvements in our state standardized test scores.

RISE Mentoring Program: Teachers who have demonstrated an ability to effectively administer the RISE assessments mentor teachers who are newer to teaching or have struggled with improving student proficiency in RISE scores. [See page 13 for RISE data.](#)

- iii. provide evidence-based instruction for special populations as required by federal law; [See page 19 of this application.](#)

**Philosophical Approach:** Describe the philosophical approach to improving pupil achievement, which will be used at the Satellite school? Is this the same as the sponsoring school?

EAC is founded on two integral foundations: Academic Achievement and Character Development. Our philosophical approach serves as the foundation of these two pillars. We believe that students are entitled to an education of superior quality that guides them to become successful, contributing members of society as adults.

The philosophical approach of all EAC schools will continue to be the school's mission: to educate students with a broad classical foundation of knowledge, assisting them with opportunities to learn at their challenge level, in an intentionally inviting environment to help students acquire a life-long love of learning.

#### *Classical Foundation*

A classical education is language focused learning that utilizes the three stages of learning called Trivium; grammar, logic, and rhetoric. Direct Instruction (DI) is the methodology for curriculum delivery used at EAC. This methodology requires high, frequent, active student response and focuses primarily on the grammar phase of the trivium. The execution of direct instruction to fidelity requires intensive training and coaching for all teachers and paraeducators. EAC provides this training through consistent coaching and evaluation sessions across the year.

<https://welltrainedmind.com/a/classical-education/>

#### *Challenge-Level Learning*

EAC prides itself on challenge-level learning, as we know foundational skills are vital to a student's success in all subsequent education. For a student to achieve maximum growth each year, EAC uses ability grouping in reading, math, and spelling. Students are assessed upon enrollment for initial placement and regularly throughout their career at Excelsior to ensure proper level placement. Leveled groups are developed based on student performance. Groups of 6-20 students are composed of students at a similar skill level within their school team: Kindergarten Team, Team 1 (grades 1-2), and Team 2 (grades 3-5). This model allows students to learn at their challenge level with more individualized instruction.

#### *Direct Instruction*

DI is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction and eliminating misinterpretations can greatly improve and accelerate learning. This explanation was provided by NIFDI. At EAC, direct instruction is used in every classroom for every subject. In our leveled groups mentioned above, educators follow a script which includes prompts and signals to keep students engaged in DI. In other core classes, such as English, science, and literacy, teachers are expected to incorporate the Direct Instruction model to ensure consistency of expectations and participation in all classes. More information can be found here:

[https://www.nifdi.org/15/index.php?option=com\\_content&view=article&id=52&Itemid=27](https://www.nifdi.org/15/index.php?option=com_content&view=article&id=52&Itemid=27)

#### *CHAMPS*

CHAMPS is EAC's school-wide behavior management system. This acronym stands for C-Conversation, H-Help, A-Action, M-Movement, P- Participation, and together, they create S-Success. This model defines *how* students are expected to participate within every moment of the class. These expectations are fluid, in that they can change, depending on the activity. Each classroom has a set of CHAMPS posters displayed for student reference so there is never a question as to expectations for the students. It provides the student, classroom, and school with a proactive and positive instructional environment. A structured learning environment allows students to feel emotionally and physically safe where they can foster independence, integrity, confidence, self-control, kindness, literacy, and responsibility. This explanation was provided by Safe and Civil Schools. More information can be found here:

<https://www.safeandcivilschools.com/aboutus/mission.php>

When the approaches listed above are implemented to full fidelity within each school, students enjoy a successful academic experience. The philosophical approach will remain consistent with the new early elementary and high school satellite schools.

**Program of Instruction:** Describe the program of instruction to be used at the Satellite school, including methods of instruction and curriculum for the core academic content areas, which supports this philosophy and aligns with Utah Core Standards. Is this the program of instruction used at the sponsoring school? If not, explain the differences.

### **Elementary Academics**

Students in grades K-5 are assessed and placed in challenge-level classes for reading, math, and spelling. Progress data for reading and math is collected weekly on an academic master spreadsheet. From this data, the elementary director and academic coaches identify and place students in challenge-level groups who are at risk of falling behind, who have already fallen behind, or who are ahead enough to need more academic rigor. The academic master is reviewed weekly throughout the school year to ensure students with the greatest needs are being identified. Grouping students according to their ability level allows them to learn the most foundational skills at a comfortable pace, surrounded by peers at a similar level, who will grow together. This process eliminates boredom and allows teachers to identify students needing extra help.

*Academic Support:* In order to ensure a small number of students in each group, EAC employs one paraeducator (whom we call instructors) for each class. Each grade level team also has an additional floater instructor to assist wherever they are needed. These instructors are trained by our coaches on how to follow the scripted, direct instruction program and ensure all students are receiving the education they have been promised as an EAC student.

Academic coaches are hand-selected from our top performing teachers, who have demonstrated mastery in the core subject they are asked to coach. Coaches are expected to visit each classroom once per month to observe our academic programs being taught and implemented, ensuring all programs are taught to fidelity. The coaches meet twice a month with our school directors to review any areas or teachers that need improvement.

*Curriculum:* Reading Mastery is the main reading curriculum used in the elementary school. Curriculums used to support core skills are Spalding spelling, Core Knowledge, and Shurley English. To ensure our curriculum is as up-to-date as possible, math and reading curriculum committees have been created. These committees meet to review the applicability of our curriculum and to examine current trends compared to our data. All students in grades 2-5 participate in the Dyad reading program 15 minutes a day. The iReady math program supplements Common Core math. Connecting Math Concepts is the curriculum for grades K-2 leveled math and Saxon Math is the curriculum for grades 3-5. Students also attend a PE, art, music, and technology class once per week, taught by specialists in each of those fields.

EAC Elementary knows the importance of early literacy and strives to provide students the opportunity to develop strong early literacy skills. Similar to our challenge level groups, students in grades K-5 are placed into small groups (no more than 14 per group) based on their Acadience reading score at the beginning of the year. These groups are called “literacy centers.” Each teacher identifies weaknesses based off the students’ composite scores and uses various curriculums to support extra learning in those foundational areas.

Students who score exceptionally low on their beginning of the year Acadience reading assessments are placed in an intervention group with one of three highly-trained specialists. These students receive an extra 30 minutes, 4 days per week, of intensive reading support. We have seen incredible growth in our students who participate in these classes.

*Character Education:* EAC classrooms are visited once per month by our counseling intern and are provided a lesson regarding one of our school's proactive values, which include: service, belonging, gratitude, grit, integrity, respect, and humanity. These values serve as a monthly theme throughout the school year and are supported by activities such as weekly drawings for value T-shirts as students are caught being an example of the monthly characteristic and through performances produced by the students and administration for parents.

### **Middle School Academics**

The EAC middle school program focuses on developing the whole student through a rigorous academic and character education program. Students also have a wide range of elective opportunities. Students take eight classes per day. Five of those classes are required, leaving three electives each day. All classes apply the attributes of our character education program. The delivery of academic instruction comes through an explicit instruction model.

For students to find success in our rigorous learning environment, we have implemented a clear and positive approach to classroom management. All teachers adopt and support the CHAMPs model of classroom organization. Classroom behavior and character education are implemented school wide, creating consistency in behavior expectations.

*Academic Support:* Students are provided support in both math and ELA. Each student is assessed and placed in the appropriate math class. Students can be placed in a grade-level or above grade-level math class. Students who assess on grade level but need additional support attend a supplementary math class that focuses on skill development in their deficient areas. Students who are considerably behind are placed in a math for life class, which provides significantly more support. Students who are considerably behind in ELA attend their regular ELA class as well as a reading support class.

*Math Curriculum:* To provide the greatest support for teachers and students in the learning of Utah's state core standards, we have adopted the Utah Middle School Math Project. This provides teachers with a clear guide to teaching and meeting the standards as well as developing a greater depth of knowledge. Students needing additional support use the iReady program.

*ELA Curriculum:* Students needing skill development in ELA receive support through an additional reading course using the Reading Rewards program. Shurley grammar continues into the 6<sup>th</sup> grade.

*Electives:* We offer a well-rounded selection of elective courses. Elective categories include STEM, FACS, visual and performing arts, and academic support. Students select three electives that run the length of the school year.

*Special Education:* We support students with disabilities through a push in model. This allows us to have all students in general education classrooms as much as will meet the LRE standard.

*Character Education:* Character development focuses on leader and learner attributes including diligence, grit, social intelligence, balanced, empathy, and being principled. The attributes are taught in individual classroom lessons as well as monthly assemblies. Teachers distribute lion service cards to students who demonstrate acts of service or show other positive behavior.

**Special Populations:** Describe how the Satellite school will provide, as required by state and federal law, special education, and related services. Is this the same process used at the sponsoring school? If not, explain the differences. Include RDA scoring letters and EPR letters, as well as executive summaries from UPIPS reviews for the past three years, if applicable.

RDA scoring letters, EPR letters, and UPIPS reviews can be found [here](#).

### **SpEd High School**

EAC will provide special education and related services for the EAC high school in the same process as is used by EAC middle school. EAC middle school provides special education and related services in compliance with all state and federal laws. Students who need extra academic support are serviced through additional classes in math, reading, or with an applied skills class, as based on their IEP. Specialized curriculum is provided in these leveled classes and additional special education instructors support students in learning academic concepts.

Special education instructors provide push-in support at EAC middle school. Special education instructors also support students in all courses, or through transitions, lunches, and carpool as written in a student's IEP.

### **SpEd Early Elementary School**

EAC will provide special education and related services for the EAC's early elementary school of grades K through 3 and will use the same process and methods currently used by Excelsior's elementary school grades K through 5. EAC's early elementary school will provide special education and related services in compliance with all state and federal laws. Students are leveled in academic areas including math, reading, and spelling. Special education students are provided academic instruction in smaller groups at their level. Teachers and instructors are trained and coached in both regular and specialized curriculum.

Special education instructors provide push-in support at EAC elementary school. Special education instructors also support students in all courses, through transitions, lunches, and carpool as written in a student's IEP.

Teams of special education teachers and special education instructors are provided for each grade. The teachers manage, supervise, and schedule instructors (SpEd paras) to provide IEP services and accommodations to students as written in each IEP. Special education teachers also teach one or more leveled groups. Teachers manage a caseload of IEPs ensuring that the students receive services as written. They also coordinate with related services staff such as psychologists, speech, counselors, or OT to ensure students are provided these related services based on their IEP.

Special Education Teachers, Special Education Instructors (paras), and support staff such as speech and occupational therapists maintain the required credentials as outlined in IDEA law and Utah law and rules. Specialized staff, including teachers and instructors, are given regular training and coaching on how to effectively teach and support students with special needs.

Excelsior Academy trains regular education teachers in special education areas fulfilling the requirements of the IEP summaries in the regular classroom, including accommodations, goals, and services.

Below is a chart of our most recent RDA scores that demonstrate our performance on student participation in assessments and students with IEPs performance on assessments, in both math and literacy. Data also provides information on suspension for students with disabilities and parent involvement of students with disabilities, at Excelsior Academy.

<b>Indicator 3-B: Numeracy Participation in grades 3-8 at Excelsior Academy</b>	<b>Data Year: 2018–2019 Data Source: RISE, DLM, and UAA</b>	90.38% of students with an IEP participated in the RISE, DLM, and UAA assessments
<b>Indicator 3-B: Literacy Participation in grades 3-8 at Excelsior Academy</b>	<b>Data Year: 2018–2019 Data Source: RISE, DLM, and UAA</b>	90.10% of students with an IEP participated in the RISE, DLM, and UAA assessments
<b>Indicator 3C: Numeracy Proficiency for students on an IEP in Grades 3-8 at Excelsior Academy</b>	<b>Data Year: 2018-2019 Data Source: RISE, DLM, and UAA</b>	14.89% of students with an IEP in grades 3-8 scored proficient or highly proficient on numeracy in the RISE, DLM, and UAA assessments.
<b>Indicator 3C: Literacy Proficiency for students on an IEP in Grades 3-8 at Excelsior Academy</b>	<b>Data Year: 2018-2019 Data Source: RISE, DLM, and UAA</b>	14.29% of students with an IEP in grades 3-8 scored proficient or highly proficient on numeracy in the RISE, DLM, and UAA assessments.
<b>Indicator 4: Suspension and Expulsion of students with an IEP at Excelsior Academy</b>	<b>Data Year: 2018-2019 Data Source: UTREx year-end</b>	0.00% of students with an IEP were suspended or expelled
<b>Indicator 5: access to the general education classroom: Inside the Regular Class 80% or More of the Day</b>	<b>Data Year: 2018-2019 Data Source: UTREx December Child Count</b>	87.79% of students with an IEP were provided services in the regular education classroom at Excelsior Academy
<b>Indicator 8: Parent Involvement Source: survey response from Excelsior Parents of students with an IEP</b>	<b>Data Year: 2018-2019 Data Source: Parent survey of students with an IEP - Survey sent by the USBE</b>	93.75% of surveyed parents of students with an IEP indicated involvement with their child’s individualized education plan

### Current SpEd Program

Students with disabilities are instructed and supported in the regular classroom with their peers as much as possible. Students with disabilities enjoy positive relationships within the typical classroom to encourage higher self-esteem. They are motivated to perform at a higher academic level when they attend specialized classes with their regular education peers. They mimic the positive behaviors of their peers when they see good role models in their classes.

Special education instructors attend academic and special classes such as art or PE with students with disabilities to ensure they have ample opportunity to participate with their peers across the day in the regular education setting.

Students with greater needs or more specialized requirements have the ability to attend in a small specialized setting providing a continuum of services as required by IDEA.

EAC uses leveled grouping in our elementary school. With this program, students are leveled into groups at their ability level in reading, math, and spelling. The student performance is documented and provides data that supports a “group move” if the student is unsuccessful in the group they have been leveled into. This

provides a fluid leveling system that challenges students at their ability level. When students fall significantly below their peers they are provided intensive support groups with specialized curriculum to help them close the academic gap.

EAC has updated and follows our Special Education Policy and Procedures Manual which has been approved by the USBE. This manual guides our standards for identifying, developing, and implementing Individualized Education Plans for all students who qualify.

**High School Graduation:** (for schools offering 9<sup>th</sup>-12<sup>th</sup> grade only) If the Satellite school intends to serve a high school population, identify the graduation requirements for the school that will meet State requirements. Describe the process and criteria for awarding course credit. Are these the same requirements, processes, and criteria as the sponsoring school? If not, explain the differences. Please include the menu of course offerings, including course titles and brief descriptions.

A high school program will be built upon the middle school foundation described on [page 18](#).

- The high school would be a continuation of the quality education and academic rigor students currently receive.
- The high school calendar year and school hours will be the same as the elementary and middle school.
- All core classes will be offered; science, language arts, social studies, math, physical education.
- Advanced courses will be available in math, English, science, and history.
- A wide range of high-quality electives similar to what is offered now will continue to be offered.
- A competitive high school sports program will be offered.
- The potential of an associate's degree program through a college relationship.
- High school grades would be added one grade per year. Example:
  - August 2023 - 9th
  - August 2024 - 10th
  - August 2025 - 11th
  - August 2026 - 12th

### **Graduation and Course Requirements**

Courses will be selected by EAC administration and reviewed by the EAC Board of Trustees. They are chosen in accordance with high school credit standards designed by the Utah State Board of Education. Credit will be issued on a per quarter basis during the school year and credit is only awarded if the students earns a passing grade. See course information below.

# HIGH SCHOOL GRADUATION REQUIREMENTS

## Core Curriculum Coursework – 13 Credits

### **English/Language Arts - 4 Credits**

#### **Mathematics - 3 Credits**

- 3 Credits - Successful completion of Secondary Mathematics I, II, and III or higher.
- Parents may request that students replace Secondary III with a course from the Applied or Advanced approved course list.
- Students who successfully complete Calculus have met graduation requirements regardless of the number of credits they have taken.

#### **Science - 3 Credits**

- 2 Credits (from the four science foundation areas; Earth Systems, Biological Science, Chemistry, AP Computer Science, or Physics).
- 1 Credit (from the foundation courses or the applied or advanced science core list).

#### **Social Studies - 3 Credits**

- 1 Credit (United States History)
- 0.5 Credit (Geography)
- 0.5 Credit (World Civilization)
- 0.5 Credit (United States Government and Citizenship)
- 0.5 Credit (Social Studies Elective)

## Directed Coursework – 3.5 Credits

### **Fine Arts - 1.5 Credits**

### **Career and Technical Education (CTE) - 1 Credit**

### **Digital Studies - 0.5 Credit**

### **General Financial Literacy - 0.5 Credit**

## Physical Education Coursework – 2 Credits

#### **Physical Education Health - 2 Credits:**

- 0.5 Credit (Health)
- 0.5 Credit (Participation Skills)
- 0.5 Credit (Fitness for Life)
- 0.5 Credit (Individualized Lifetime Activities)
- Optional: 1.0 Credit Maximum (Team Sport/Athletic Participation): can be used in place of Participation Skills or Individualized Lifetime Activities only.

## Required Elective Coursework – 5.5 Credits

#### **Required Electives - 5.5 Credits**

Once graduation requirements are met, any course completed successfully will count as required elective credit.

## **Total Credit Hours = 24 Credits**

*Note: Students will be able to take 8 credits per year with a full 8-period schedule. This gives students the possibility to earn 32 credits if all courses are completed with a passing grade.*

## **PROPOSED COURSE OFFERINGS**

### **ENGLISH LANGUAGE ARTS**

English Language Arts 9  
Honors English Language Arts 9  
English Language Arts 10  
Honors English Language Arts 10  
English Language Arts 11  
Honors English Language Arts 11  
English Language Arts 12  
Honors English Language Arts 12  
AP English and Composition

### **MATH**

Secondary Math I  
Honors Secondary Math I  
Secondary Math II  
Honors Secondary Math II  
Secondary Math III  
Honors Secondary Math III  
Pre-Calculus  
AP Calculus  
AP Statistics

### **SCIENCE**

Earth Systems  
Honors Earth Systems  
Biology  
Honors Biology  
Chemistry  
Honors Chemistry  
Physics  
AP Physics

### **SOCIAL STUDIES**

Geography  
Honors Geography  
World Civilizations  
Honors World Civilizations  
U.S. History  
Honors U.S. History  
U.S. Government and Citizenship  
Honors U.S. Government and Citizenship  
Psychology  
Sociology

### **ARTS**

Beginning Band  
Concert Band  
Jazz Band  
Orchestra  
Advanced Orchestra  
Beginning Choir  
Advanced Choir  
Music Appreciation  
Theatre

Musical Theatre  
Social Dance  
Ballroom Dance Team  
Art Foundations  
Advanced Art Studio  
Beginning Pottery  
Advanced Pottery

### **CTE**

Fashion Design  
Interior Design  
Foods I  
Foods II  
Child Development  
Intro to Health Science  
Intro to Business  
Marketing  
Basic Computer Programming  
Robotics and Engineering  
Advanced Robotics and Engineering  
Intro to Graphic Design  
Horticulture (Green Thumbs)  
Agricultural and Plant Science

### **WORLD LANGUAGE**

Spanish 1  
Spanish 2  
Spanish 3  
French 1  
French 2  
ASL

### **COMPUTER TECHNOLOGY**

Basics of Computer Science

### **FINANCIAL LITERACY**

Financial Literacy

### **OTHER ELECTIVES**

Debate 1  
Debate 2  
Drivers Education  
Release Time (Seminary)  
Student Government  
Study Skills  
Yearbook

### **PHYSICAL AND HEALTH EDUCATION**

Participation Skills  
Fitness for Life  
Individual Lifetime Activities  
Health  
Strength and Conditioning



## Operational Success

Is the school operationally successful?

By checking this box, I certify the school is operationally successful, including:

- Having adequate qualified administrators and staff.
- Having adequate, engaged Governing Board members.
- Compliant with all applicable school legal obligations; and
- Appropriately dealt with student safety issues, if any.

If the SCSB finds the school is not operationally successful, the Satellite request cannot be approved.

**Administration:** Provide a general overview of the school's administrative structure and operations. Provide data on teacher and administrator qualifications. Describe what changes will occur to account for the proposed Satellite. If no changes will be needed, explain why.

## Administrative Structure

The executive director oversees (and will continue to oversee) all four schools. The executive director has purview over all school directors and assistant directors. Each school director will manage and oversee the direct operations of each school while receiving guidance from the executive director.

## Administrator Qualifications

*Executive Director:* Stephanie Eccles has a level two professional educator license. She is starting her seventh year as the executive director. She was the academic director for seven years at Legacy Preparatory Academy before joining EAC.

*Middle School Director:* Gichin Marsden is starting his fourth year as the EAC middle school director. He is licensed in secondary education and endorsed in educational leadership.

*Elementary Director:* Emily Willson has worked EAC for seven years. She is beginning her first year as the elementary director. She is licensed in elementary education. She has received a bachelor's in theater and history and post baccalaureate in elementary education.

## Changes

The executive director will remain in place. A director and assistant director will be hired for the new early elementary and new high school. The governing structure will keep the same format that is currently in place.

**Governance:** Provide a general overview of the school's Governing Board structure and operations. Provide data on meeting frequency and engagement. Also provide a description of how the Governing Board reviews the executive director and school policies. Describe what changes, if any, will need to be made to account for the proposed Satellite. If no changes will be needed, explain why. Finally, describe the process the Governing Board took in considering applying for this Satellite, including Governing Board meeting minutes.

## *Overview of the EAC Board*

The EAC board currently consists of seven board members with a board chair, a treasurer, a trustee over governance, and four additional trustees.

### *Meeting Frequency*

During the 2020 school year, ten board meetings were held. In 2021, 11 board meetings will have been held. Board meeting information: <https://www.excelsior-academy.org/board-meetings#>

### *Executive and Policy Review*

The board of trustees conducts an end of year review on the executive director at the end of each year. The evaluation rubric can be viewed [here](#).

Policies are reviewed, discussed, and approved in open board meetings according to state requirements and as the need to update arises.

### *Changes*

No changes will be needed for the two proposed satellite schools. The expansion will expand EAC to have four buildings located on one campus. We would still like to be considered one school with one board of trustees.

### *Satellite Exploration*

The possibilities and requirements for expanding the school have been discussed in many board meetings. After many parent requests and in our 13<sup>th</sup> year of operation, the Board believes that it is time to provide a superior-quality high school. Based on each Board member's individual experience with having students at EAC, they would like to provide the opportunity of a superior-quality education for more Tooele County students.

One board member grew up attending Tooele County schools and then continued their education at the University of Utah. Once they started their freshman year, they felt underprepared for the quality education the U of U offered. They felt particularly inadequate compared to students who attended high schools within the Salt Lake area. The academic experience their student has had at EAC has been superior. This Board member feels that EAC can provide a high school education that better prepares students to attend academically rigorous universities.

Students who leave the EAC middle school return to the district schools. The opportunity to continue progressing academically is stalled during their 9<sup>th</sup> and 10<sup>th</sup> grade year while they take district required pre-requisites in order to start college classes in 11<sup>th</sup> and 12<sup>th</sup> grade. Students often repeat subject matter that has already been learned at EAC.

EAC has a student population from all over Tooele County. Friendships begin in kindergarten and continue through 8<sup>th</sup> grade. Those friendships are distanced and lost once students return to their neighborhood district schools. Creating new friendships with a new student population can be difficult starting in the high school grades.

EAC's academic model is based on the Classical Education Trivium model. The completion of this learning process is stunted once students return to district schools. EAC recognizes the academic value in completing the Trivium process, and a high school would allow for this completion.

The high school will also bring additional school choice and diversity to Tooele County.

Expanding enrollment for the elementary will allow for organic enrollment starting in kindergarten all the way through 12<sup>th</sup> grade.

Discussions with the property owner who EAC would purchase property from were also held in public board meetings. Discussions with Joel Wright on applying for a USDA loan have taken place in public board meetings.

Discussion and vote November 2021:

<https://docs.google.com/document/d/1xfmM65Rjp7cWZI-8oGPczQbfIZJQqBOW/edit?usp=sharing&ouid=106897619309900161481&rtpof=true&sd=true>

Discussion and vote October 2021:

<https://drive.google.com/drive/u/2/folders/1aB64p73x3Z1IDVICr71Q5dvFwt5f77Xv>

Discussion September 2021: <https://drive.google.com/drive/u/2/folders/1yNXCFpk3q-wnUO3wganKCLwLDyvJa45h>

Discussion June 2021:

<https://drive.google.com/drive/u/2/folders/1xncpKVAec3YHagGY4pR04enYL9Gt9pNL>

Discussion May 2021: [https://drive.google.com/drive/u/2/folders/1h8pZY9uz7WdGgHs533DN\\_g70iRI6pVid](https://drive.google.com/drive/u/2/folders/1h8pZY9uz7WdGgHs533DN_g70iRI6pVid)

Discussion June 2020: [https://drive.google.com/drive/u/2/folders/1od8aUoh44hT\\_ZhztL5kkgXc8ch2zIkAU](https://drive.google.com/drive/u/2/folders/1od8aUoh44hT_ZhztL5kkgXc8ch2zIkAU)

**Employees:** Provide summary descriptions of administration, teachers, and other staff to be hired at the new school.

*Early Elementary:*

Director - manages teachers

Assistant director - manages academic placement and instructors

2 office secretaries - manage front office

Librarian/curriculum - manage the library. Orders and manages curriculum materials.

30 teachers

35 instructors (teacher aides)

School nurse - manage student health issues and injuries

2 maintenance staff - work under the facility director to clean and maintain the building and grounds.

Food services director - manage the food service program including compliance with federal programs.

10 café workers - prep, serve, and clean up meals

3 SpEd teachers: 1 teacher per grade will manage grade level caseloads.

9 SpEd instructors - provide individual student support as needed.

1 speech pathologist - provide speech services in the early elementary.

1 occupational therapist - provide occupational therapy services in the early elementary.

1 full time psychologist – We currently contract for psychology services. This position will change to a full-time, on-site position.

*9<sup>th</sup> and 10<sup>th</sup> Grade Housed in the Middle School Building:* high school director, school counselor, 14 teachers (teachers will be added each year as each grade is added to the school), 4 instructors, additional lunch staff.

*Total Staff for New High School Building:*

Director - manages teachers

Assistant director - manages academic placement and instructors

School counselor - manage student schedules, assist with student mental health needs.

2 office secretaries - manage the front office.

*Around 30 teachers. Teachers will be added each year as each grade is added to the school.*

ELA teacher

Social studies teacher

Math teacher

Science teacher

PE teacher  
Foreign language teacher  
Art teacher  
CTE teacher  
Financial Lit teacher  
Computer teacher  
4 support instructors (teacher aides) - provide teacher support in classroom tasks for the core subjects.  
Librarian/curriculum - manage the library. Orders and manages curriculum materials.  
2 maintenance staff - work under the facility director to clean and maintain the building and grounds.  
Food services director - manage the food service program including compliance with federal programs.  
10 café workers - prep, serve, and clean up meals  
4 SpEd teachers: 1 teacher per grade will manage grade level caseloads.  
9 SpEd instructors - provide individual student support as needed.  
1 speech pathologist - provide speech services in the high school building.  
1 occupational therapist - provide occupational therapy services in the high school building.

*Total Staff for the Expansion: Around 145*

**Student Safety:** Describe any student safety issues that have occurred and how the school has resolved them. If any are currently unresolved, please address the school's plan of action.

Historically, EAC has a working relationship with law enforcement and involves them in investigations if needed.

Staff who oversee the carpool process are trained on the proper procedures to keep students protected.

EAC has a high adult to student ration while in the cafeteria at lunch as well as on the playground. This supervision model helps reduce the risk of student safety issues.

A school nurse is on campus five days week. The nurse helps with daily student medication and health related issues. The nurse also tends to student injuries.

EAC has a school counselor in each building. The counselor tends to daily student mental health needs and also teaches mental health awareness within the classroom setting.

In January 2020, two EAC students were killed in their home. Administration worked with the local school district and the state office to have a plan in place for when students returned to school. A staff of about ten crisis counselors were available for any student to receive one-on-one counseling for the week following the incident.

COVID school re-opening plan: <https://www.excelsior-academy.org/covid-19>

EAC doesn't have any unresolved safety issues.

**School Calendar:** Describe if the Satellite school will use a standard, extended, or alternative school calendar. Include the target start date.

The new satellite school will use the same calendar that current EAC schools use, which is a standard school calendar. The target start date is August 2023 for the new early elementary school.



**Financial Viability**

Is the school financially viable?

By checking this box, I certify the school is financially viable. If the SCSB finds the school is not, the Satellite request cannot be approved.

For the purposes of this application, financial viability is an evaluation of the charter LEA’s overall short and long-term financial position and outlook, using the CSAF financial metrics and demonstrating an understanding of public-school funding.

**Financial Viability:** Describe the school's current financial position. Describe how the school’s Governing Board reviews financials, including the budget, restricted and unrestricted funds, and general financial health. Include Governing Board meeting minutes or agendas, as appropriate.

Net Lease Adjusted Debt Burden Ratio			
FY21	FY20	FY19	FY18
12%	14%	11%	9%

Net Income			
FY21	FY20	FY19	FY18
\$1,154,407	\$851,161	\$194,662	\$12,966

EAC is in a strong financial position. This is shown in the financial data table. The increase in enrollment numbers will increase the funding for the school and allow the school to pay new debt contracts for new buildings.

The business office reports to the board of trustees on a monthly basis the financial position of the school in monthly financial board reports. On a quarterly basis the business office reports more in depth on the restricted expenses and revenues to the board. The finance committee reviews the budget, program accounting, restricted funds, and financial matters on a monthly basis. The board treasurer reviews bank statements, transactions, and journal entries on a monthly basis. The financial position is then presented in a monthly public board meeting. [Board Meeting Information](#) and [Financial Statements](#).

**Budget:** Provide a copy of the LEA’s budget with the proposed Satellite. Also, include a copy of the LEA’s budget without the proposed Satellite. Describe how the Satellite campus will impact the school's finances.

The satellite campus will positively affect the school's budget. Over the next five years the school plans to increase enrollment according to the budget projections provided in this application. Each year, as the enrollment increases the revenues will also increase, which will help fund the additional buildings and improvements. [5-Year Budgets](#).

**Financial Data:** Using the school's financial data from the three most recent annual reports and audited financial statements and the most recent data for the current year, complete the following table. Explain any metrics not meeting the standard or showing a negative trend. See [CSAF Details](#) for information on how to calculate each metric.

Metric	Standard	3 Prior FY	2 Prior FY	Prior FY	Current YTD
<i>Fiscal Year or Month Used</i>		2019	2020	2021	2022
Unrestricted Days Cash	$\geq 30$	62.57	95.94	123.5	109.17
Debt to Asset Ratio	$\leq 1$	.99	.94	.91	.17
Current Ratio	$\geq 1$	1.49	4.24	6.37	6.2
Audit Findings	0	0	0	0	N/A
Change in Net Assets	Positive	Positive	Positive	Positive	Positive



## Charter Facility

Will the school have adequate facilities for the proposed Satellite?

By checking this box, I certify the school will obtain adequate facilities for the proposed Satellite campus. If the SCSB finds the school will not have adequate facilities, the Satellite request cannot be approved.

**Facilities Plan:** Discuss the school’s facility needs based on the educational program and anticipated enrollment, as well as whether the Governing Board plans to lease or build a facility. If the applicants have identified a facility, indicate the location (cross streets, city, and zip code) and provide either floor plans or a description including, at a minimum, the number and size of the classrooms, common areas, administrative areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of students and provide an assurance that it will be accessible to students with physical disabilities. Also discuss the potential impact on traffic for the surrounding community.

To the extent that the school has discussed or established specific lease or purchase terms, include discussion of the proposed terms and any draft agreements. To the extent that the facility will require renovation or ‘build out,’ describe those plans including anticipated timing and cost. If a facility has not been selected, specify potential locations that are under consideration and discuss the process and timeline for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility.

Phase 1a: EAC would construct a new early elementary building to open in August 2023. There are two possible locations. The first optimal location is directly west of the current campus. The second back-up location is directly east of the current campus. The facility would be similar in size and scope of the current elementary building. The current elementary building has 67,000 square feet with a 1,000 person capacity with 32 classrooms and an additional 15 small breakout rooms for smaller group instruction. The building would also contain a staff lounge, workroom, gym, library, and cafeteria.

Phase 1b: To house the 9<sup>th</sup> grade and 10<sup>th</sup> grades prior to constructing the high school building, the current middle school would be renovated. The remodel would be completed in time for 9<sup>th</sup> grade to start August 2023. The current middle school building has 55,780 square feet with a 600 person capacity with 23 classrooms (including the gym, dance studio, and black-box theater), library, gym, workroom, staff lounge, and cafeteria. The renovation would add additional classrooms, a full-size gym, dance studio, additional bathrooms, additional office space, and expand the lunchroom.

Phase 2: Construction of a high school building would begin in FY25 and be ready to serve 9<sup>th</sup> through 12<sup>th</sup> grades for August 2026. The high school would be similar in size to the current elementary school building with 67,000 square feet, 1,000 person capacity, and 32 classrooms. The building would also include auto mechanic shop, auditorium, black-box theater, dance studio, computer lab, foods classroom, fashion design classroom, greenhouse, gym, field facilities for PE and competitive sports program, staff lounge, library, cafeteria, and staff workroom. EAC is surrounded by open space with residential developments in the planning stages. EAC has been included on discussions with developers to find the best location for the high school.

Traffic: EAC has a carpool system in place to limit the number of cars on the main road in front of the campus. Land is being purchased to allow us to stage traffic on school property instead of the surrounding streets.

*Timeline:*

- Current: EAC has begun negotiating with the land owner to purchase six acres of land directly east of the current campus.
- Within 60 Days of Approval: Land would be purchased. The RFP process would begin. Begin the application for a USDA loan.
- February - March 2022: Construction on the early elementary building and remodel of the middle school would begin.
- August 2023: occupancy in the early elementary and 9<sup>th</sup> grade to begin the 2023-2024 school year.

*Financing:* EAC plans to pay cash for the land but will require a loan to build a new building. EAC will apply with the USDA for financing any construction and final loans as it has in the past with the previous expansion.

- Estimated cost to construct the early elementary: \$15 million
- Estimated cost for renovating the middle school: \$10 million
- Estimated cost to construct the high school: \$30 million



## Contracts

Has the Governing Board entered any contractual relationships for educational services or building development to be provided at the Satellite, if approved?

- Yes, we have entered a contractual relationship for services.  
(Complete "Existing Contract Relationship" section)
- No, we have not entered a contractual relationship for services. (Skip "Existing Contract Relationship" section)

Does the Governing Board intend to have a contractual relationship with an educational service provider (ESP)?

- Yes, we intend to contract with an ESP.  
(Complete "Intention to Enter Contract Relationship" section)
- No, we do not intend to contact with an ESP.  
(Skip "Intention to Enter Contract Relationship" section)

### ***Existing Contract Relationship:***

1. Complete this section if the school has entered any contracts for educational services or building development. Disclose all such contracts and, provide the executed contract or memorandum of understanding (MOU) between the charter and the contractor including, at a minimum:
  - a. proposed services
  - b. performance evaluation measures
  - c. fee structure
  - d. renewal and termination provisions
  - e. terms of property ownership (real, intellectual, and personal).
2. Discuss the school's decision to work with these businesses, in general, and the selected business, in particular. Describe the procurement process. Describe the planned relationship between the Governing Board, school administration, and the contractor, and how that relationship will further the school's mission and educational program. Provide a clear description of the services to be provided by the contractor. Describe the contractor's roles and responsibilities in relation to the school's management and Governing Board. Describe the Governing Board's performance expectations for the contractor. Discuss how the Governing Board evaluates the contractor's performance. Explain why the contractor was selected, including what due diligence efforts were conducted to inform the selection.
3. Provide a summary of the contractor's history, including relevant performance data for other schools that the contractor has worked with (e.g., development, academic, financial, governance) and a list of all schools in the state of Utah which have contacted with this provider, with contact information.



***Intention to Enter Contract Relationship:***

1. Complete this section if the school intends to enter a contract for ESP services. Describe the process the school will follow in the selection of an ESP and provide an assurance the process meets State law for procurement. Explain how the contractor will be selected, including what due diligence efforts will be conducted to inform the selection.
2. Discuss the school's decision to work with an ESP, in general. Describe the planned relationship between the Governing Board, school administration, and the ESP, and how that relationship will further the school's mission and educational program. Provide a clear description of the services to be provided by the ESP. Describe the ESP's roles and responsibilities in relation to the school's management and Governing Board. Describe the Governing Board's performance expectations for the ESP. Discuss how the Governing Board evaluates the contractor's performance.
3. If an ESP will provide service related to the curricular or instructional management of the proposed educational program, or assessment of students, describe the oversight and monitoring that will be in place to guide this relationship.
4. If an ESP will provide services related to the financial management of the proposed school, describe the internal controls that will be in place to guide this relationship.

The school does not intend to enter into a contract for ESP services.

# EAC Satellite App

Final Audit Report

2021-12-01

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