



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:

Requirement: <i>As per R277-552-6</i>	Evidence: <i>Note: include a link or page number if submitting as a packet.</i>
Title 53E, Chapter 9, Student Privacy and Data Protection	APA’s Student Data Privacy, FERPA and Data Governance Plan policies and procedures can be found here: FERPA and Student Data Privacy
Title 53G, Chapter 7, Part 5, Student Fees	APA’s School Fee and Fee Waiver Policy and documents can be found here: School Fees
Title 53G, Chapter 9, Part 7, Suicide Prevention	APA’s required Suicide Prevention training can be found here: Annual Training - Module 14, Suicide Prevention
Title 53G, Chapter 8, Discipline and Safety	APA Student Code of Conduct can be found here: Chapter H, Student Behavior, Part 3 - Code of Conduct
Title 52, Chapter 4, Open and Public Meetings Act	Utah Public Notice Website (Select “Schools” > American Preparatory Academy): Utah Public Notice Website APA Governing Board Website APA’s Open & Public Meetings Policy: Open and Public Meetings Policy
Title 63G, Chapter 6a, Utah Procurement Code	APA Procurement and Purchasing Policy can be found here: Chapter B, Part 2 - General Procurement
the IDEA and Rule R277-750 , with no unresolved audit exceptions	APA’s Special Education manual can be found here: APA Special Education Policy & Procedure Manual 2021
Rule R277-113, Local Education Agency (LEA) Fiscal and Auditing Policies	APA Business Policies can be found here: Chapter B - Business Operations
Section 53G-9-207, Child Sexual Abuse Prevention	APA’s Child Sexual Abuse Prevention training can be found here: Annual Training - Module 12, Child Neglect and Abuse
Subsection 63G-7-301(3) and Rule R277-322, Code of Conduct	APA Staff Code of Conduct can be found here: Chapter C, Part 3 Staff Code of Conduct and Professional Staff Interaction
Subsection 53G-5-404 (4), Program Accounting	APA’s Program Accounting is demonstrated in the following link: APA Program Accounting



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

Requirement: <i>As per R277-552-6</i>	Evidence: <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.	See Page 10 .
Met all academic goals in the Charter Agreement.	See Page 11 .
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 tables in “Academic Success” section, pages 14-17 .
Financial statements report revenues in excess of expenditures for at least three of the last four fiscal years.	See table in “Educational Services” section
Maintained a net lease adjusted debt burden ratio of under 25% for each of the last three years.	See table in “Educational Services” section
If the proposed Satellite will receive School LAND Trust funds, the school must have a charter trust land council.	APA has a trust land council at each campus, and will have one at the Satellite Campus. Meeting agendas, minutes, and plans are available here .



School Entity Information:

Name of Sponsoring School: Utah Charter Academies

Name of School Administrator: Carolyn Sharette

Name of Satellite School: **American Preparatory Academy – Cedar City**

Local School District: Iron County School District

To whom and when this application submitted to the local district:

Lance Hatch, Superintendent, Iron County School District, November 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)
Dee Henderson	Chairman	5	Liberty Academy (past)
Ted Heap	Vice Chairman	3	
Thomas Young	Treasurer	4	
Brad Blanchard	Parent Advocate	3	Paradigm Charter School Board Member (past)
Stephanie Henderson	Secretary	3	

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.
- Explanation of how the Governing Board decided to seek to open a Satellite school.
- Copy of current Governing Board bylaws

Required Exhibits Response

- Minutes of the sponsoring school Governing Board meeting authorizing application for Satellite Application: [Here](#)
- Explanation of how the Governing Board decided to seek to open a Satellite school: [Here](#)
- Link to current Governing Board bylaws and minutes of meeting where they were approved: [Here](#)



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-8
 Target Enrollment: 858
 Projected Maximum Enrollment: 900

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
SY24	90	96	96	96	96	96	96	96	96	0	0	0	0	858
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SY25	90	96	96	96	96	96	96	96	96	0	0	0	0	858
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SY26	90	96	96	96	96	96	96	96	96	0	0	0	0	858

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.



Population and Enrollment Response

With a lottery system, APA doesn't control the population of the school and the term "target" population used in the below categories should not be read to mean an aspirational target but instead simply a logical conjecture based upon current available data.

1. We anticipate the population of the Satellite school to be as follows:

- Ethnic or racial minority: mirror the surrounding district (Iron County), which is approximately 84% Caucasian and 16% minority.¹
- We anticipate a special ed population that matches our current campuses, around 12%. In the Iron County School District, 12% of their students are special needs.
- We anticipate an economically disadvantaged population of 40-45%, which is our current district average and on par with the Iron County School District which reports 43%.
- We anticipate that our ELL percentage will align with the local charter schools which is reported at 4%.
- We believe that the students entering the school will perform similarly to Iron County School District, as the majority of students will come from the district.²

2. Comparison of Satellite School and Local District:

	APA – Cedar City Target Population	Local District - Iron County School District
Minority	16%	16%
Special Education/504	12%	12%
Economically Disadvantaged	40-45%	43%
ELL	4%	4%

3. Description of APA's Enrollment practices, processes and policies.

- a. Initial Enrollment: Parents will apply for enrollment for their student through APA's application. All students whose parents apply for them will be placed in the General Applicant Pool. The following categories of students will be offered priority enrollment upon the opening of the school and thereafter:
 - i. founders children or grandchildren,
 - ii. board members' children or grandchildren,
 - iii. staff children,
 - iv. transfer students,
 - v. children who live within .25 miles of the school,
 - vi. child of a military service member.

¹ [USBE Reports](#)

² [Iron County District Overall Performance](#)



Population and Enrollment Response (continued)

- b. After students who qualify for the above priority enrollment categories have been enrolled, students will be selected in random drawings for enrollment in the school, adding sibling priority enrollment. In the instance that multiple grades have space available, random drawings will be first conducted in the grade where the most seats are currently available.
- c. Mid-Year Vacancies: Seats are filled as they become vacated by students on the waiting list, either through priority enrollment or through a random drawing.
- d. Year-End Vacancies: If a vacancy occurs in a class at the end of the school year, it will be filled by offering placement to the first student on the priority wait lists for the grade in which the vacancy has occurred. If there are no students on the priority wait lists, a random drawing will be conducted which will include all names of applicants for that grade that are in the General Applicant Pool.
- e. Lottery Procedure: All applicants in the General Applicant Pool for the grade that has a vacancy are entered into an Excel spreadsheet. Each applicant is randomly assigned a number through the randomization function in Excel. A .pdf version of the assignment indicating the applicant's name and random number is saved. The applicants are then sorted by number with the lowest number being the first on the lottery list.

4. Enrollment Timeframe:

- f. Opening Year: Applications will be accepted via the school website in November prior to the school's opening. The first lotteries will be held in January prior to the school's opening, and thereafter as needed to fill all seats.
- g. Typical Year: Enrollment applications for any given school year are typically accepted beginning in November of the preceding school year and are continually accepted throughout the year. Applicants are asked on the application if they are applying for the current school year or the upcoming school year. Lotteries typically commence in January for fall start applicants. The enrollment process, including tours and meetings, happens throughout the Spring and Summer until the school is fully enrolled. Tours and meetings for spots that open up throughout the year are scheduled as needed.

All information about our enrollment policies and procedures can be found in an abridged format on our website³ or in complete form in our policy manual.⁴

³ [APA Enrollment](#)

⁴ [APA School Operations Policy](#)



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.

Market Analysis Response

Utah Charter Academies was moved to seek this Satellite school after two separate parent groups in Cedar City reached out to us to request an American Preparatory Academy school. These parents expressed that they are not satisfied with the educational options available to them in Cedar City, and after studying our school program, are very motivated to have American Prep available to their children. The first thing that the Utah Charter Academies board did was request evidence of demand. This request garnered over 20 initial letters of support from residents of Cedar City, which can be found [here](#). The letter from the mayor of Cedar City states "American Preparatory Academy is a welcome addition to our City, and I am excited to see the opportunities they can offer our youth to provide them with the skills they need to prepare for the adult world."

Iron County School District attempted to pass a bond in 2018 to raise \$92,000,000 to, in part, build an additional Elementary School. The bond failed and the County has been left with a significant challenge with regard to overcrowded school facilities. From 2006 to 2018 (a 12 year span), when the bond was proposed, Iron County had seen a 1,000 student increase in student population⁵. From 2016 – 2019 (a 3 year span), Iron County School District saw a growth of 522 students⁶. [Iron County School District's letter of support](#) is particularly encouraging

⁵ [Iron County SD 2018 Bond](#)

⁶ [USB Reports](#)



Market Analysis Response (continued)

which states, “Please know that the Iron County School District is supportive of American Preparatory Academy’s charter...”

The Iron County general population growth rate has been at 4% for the past 4 years⁷, and the U.S. Census Bureau ranks Cedar City as the 4th in the country’s micropolitan category in population growth⁸.

Charter school enrollment state-wide has grown at an average of 5% the past 3 years⁹. The charter schools that are in Cedar City have been at full capacity for the past few years. A classical school model such as American Prep does not exist in the County. As the population in Cedar City grows, and as charter school enrollment grows even faster, we believe that a new charter option with our model in Cedar City will be well received by the residents and the school district.

Part of Iron County School District’s strategic plan includes having “creation/collaboration spaces available at all schools”.¹⁰ To do this, the County will need more space within their schools which can only be achieved by lessening their enrollment or expanding their buildings. Since building expansion was shot down by the County’s residents, lessening the enrollment is a plausible way for the County to achieve their goals outlined in their plan by 2024. We hope to help them achieve their goal by lowering the strain on their district schools’ capacity.

A former member of Iron County School District stated that their current enrollment is “in flux now with COVID and people moving to our area to get away from Las Vegas and California”. The same representative wrote “my understanding is that you are a school based on true American values and I would welcome such a school in Iron County.” As mentioned above, a letter of support from the Iron County School District can be found [here](#) and from the Cedar City Mayor can be found [here](#), along with many letters of support from Cedar City families found [here](#).

If this application for a Satellite in Cedar City is approved, APA will publicize and market to a broad cross-section of families and prospective students through the following channels:

- Word of mouth
- Facebook and Google advertisements
- Flyers at Cedar City stores
- Neighborhood meetings
- 2-3 billboards in Cedar City

⁷ [Iron County Population 2021](#)

⁸ [Cedar City Growth Article](#)

⁹ [USB E Reports](#)

¹⁰ [Iron County SD Strategic Plan](#), p. 11



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.

Charter Fidelity Response

The Key Elements, as set forth in the Exhibit A of APA's charter agreement, are programs and processes that make the school unique, and are outlined below:

- 1. Classical Education emphasis with Grammar, Logic and Rhetoric phases reflected in instructional practice and content courses.**
 - APA's curriculum and pedagogical practices reflect the Grammar, Logic and Rhetoric phases of the Trivium.
- 2. Direct Instruction programs and Precision Teaching methods in Grammar Phase instruction**
 - APA utilizes direct instruction pedagogy in all grammar phase courses, and when teaching grammar phase content in more advanced courses. APA is a regional training center for direct instruction.
- 3. Logic courses throughout levels K-8**
 - APA's curricular sequence includes logic courses for all students in grades K-8.
- 4. Latin instruction for all secondary students**
 - Latin courses are required for all secondary students until they have fulfilled the requirement.
- 5. Core Knowledge Sequence K-8 for the curriculum base**
 - The Core Knowledge Sequence is implemented in grades K-8.
- 6. Fluid, achievement-leveled learning groups in the elementary grades in the subject areas of reading, spelling, and math, with weekly review and group changes as needed**
 - These skills groups are in operation at all of APA's elementary schools.
- 7. Academic programs that are research-based and field-tested**
 - APA implements research-based, field-tested programs whenever they are available. Nearly all elementary curriculum is evidence-based with years of supporting data. Secondary curriculum is research-based and field-tested to a significant degree, including honors courses, CE courses and AP courses.
- 8. Weekly assessment of student learning outcomes in skills acquisition areas**
 - APA conducts weekly assessments in skills areas.
- 9. Teacher collaboration and planning weekly regarding student mastery levels**
 - APA are dismissed early 2 days each week to provide teachers collaboration time.
- 10. Teachers meet regularly (minimum monthly) as teams to refine their academic guides and collaborate on lesson planning and class schedules**
 - APA's monthly team meetings (district-wide) provide time for review of student achievement data, collaboration and academic program training



Charter Fidelity Response (continued)

11. Music and Art courses for all students K-8

- All students in grades K-8 participate in music and art courses.

12. Character and Leadership education programs in all grades

- APA provides structured curriculum in character and leadership education, as well as hands-on activities and embedded standards, incentives and awards programs.

Charter Goals and most recent Charter School Accountability Framework Report:

The following table lists APA’s goals as outlined in Exhibit A of its current charter agreement. The “current” data reflects 2019-2020 outcomes, as reported to USBE on our most recent charter school accountability framework report of May 2021. The missing data refers to the lack of Spring 2020 data due to COVID school closures.

Measure		Current	Goal	Met?
Mission Specific - Teachers	Returning teachers will be Effective or Highly Effective as measured by Coaching forms - Effective	96%	95%	✓
	Returning teachers will be Effective or Highly Effective as measured by Coaching forms - Highly Effective	48%	20%	✓
Mission Specific -Students	Secondary students will participate in 30 hours of hands-on character-building activities during the school year	99%	90%	✓
Relative Academic Performance	Students will achieve Reading proficiency by the completion of 3rd grade as measured by EOY DIBELS composite scores at Benchmark	No Data Available	75%	No Data Available
Relative Academic Performance	10 - 12th grade students AP course work - Enrollment %	40%	40%	✓
	10 - 12th grade students AP course work - Pass rate%	54%	50%	✓
Student Academic Gain	Elementary students will achieve at least one grade level of growth each year as measured by subject mastery progress on the Master Academic from BOY to EOY - Reading	92%	90%	✓
Student Academic Gain	American Prep’s mean growth percentage on the state’s summative SAGE Language Arts assessment, or proficiency on the state’s summative LA assessment	No Data Available	80%	No Data Available

Two goals do not have the specified data available due to COVID19 closures and resulting lack of year-end assessments. APA provides alternative, commensurate data to demonstrate achievement of the academic measures:

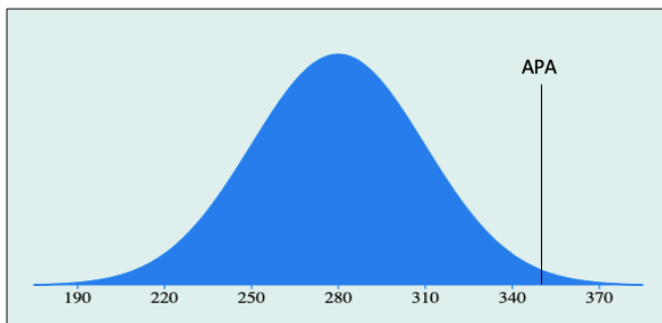
Relative Academic Performance: [EOY DIBELS](#) - Here we provide DIBELS scores for 4 years

Student Academic Gain: [APA Sage \(now RISE\) Comparisons](#) - Growth percentages are not available, proficiency scores are provided here.

Charter Fidelity Response (continued)

APA implements and meets the Key Elements and Charter Goals through our established processes which include robust systems of data collection, analysis, and continuous improvement. We invite you to view this 10 minute video which delineates our continuous improvement process, which is integral to our success: [American Preparatory Academy](#).

As evidence of the effectiveness of our work in continuous improvement practices, in 2020 American Prep received an **Index of Education Quality score from Cognia of 350.31**. (Cognia is the regional accreditation agency for K-12 schools in Utah). The average IEQ score for all Cognia institutions across the country is 280. For visual reference, the graphic below represents a standard bell curve with a standard deviation of 30, which reasonably assumes that about 66% of IEQ scores fall between 250 and 310. APA's IEQ rating reflects that we are well into the Impact level in all three domains evaluated: Leadership, Learning, and Resources.



Below we present the Impact Statements from the accreditation external review team:

#1 The American Preparatory Academy (APA), directed by the Chief Executive Officer and the leadership team, tirelessly commits to the institution's purpose and direction.

#2 APA's governing board established a comprehensive set of policies and procedures, including a strong code of ethics, allowing them to fulfill their roles and responsibilities for the institution and schools' direction.

#3 APA schools provide a structured and positive school culture which exemplifies the system's mission statement "...to ensure that each student achieves maximum academic proficiency and develops virtuous character and motivation for a productive citizenry."

#4 APA exemplifies a data-driven system where teachers record, collect, analyze, and use both formative and summative assessments to update the curriculum and assess student learning.

#5 APA provides staff members with professional learning activities based on data-driven needs assessments with a focus on collaboration and collegiality."

#6 The system provides access to information resources and materials to support the curriculum and allocates human, material and fiscal resources in alignment with the organizational purpose and improvement of student performance."

The full Cognia Accreditation Report is found [here](#).



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.

Academic Data Response

American Prep provides the following:

- Application Requirement:** "All schools in the charter LEA performed at or above the average student performance of other nearby schools on statewide assessments." (see [page 3](#) of this application). The first set of charts herein compares each APA school with nearby, similar schools. We chose schools in close proximity and which had similar grade-level configurations and to the extent possible, demographics. More information on the school selection rationale is found [here](#). We compared the schools academically based upon the state of Utah's RISE assessments for the most recent year for which we have data, which is spring 2019. (2020 there were no results as tests were cancelled due to COVID19, and the 2021 results had not yet been fully released to the public at the time of preparation of this application). The charts include results comparisons for special populations. The charts show in green the areas where APA performed above the average of the comparison schools. Yellow shows where APA scored on par (within 2%) of comparison schools.

Color Key:

	APA higher than comparable school average
	APA within 2% of comparable school average
	APA not higher than comparable school average



Academic Data Response (continued)

APA Draper 1 & Draper 2 Campuses Comparisons to Local Schools:

MATHEMATICS					
School	Growth	Proficiency			
		All Students	F/R	ELL	IEP
APA-D1	54.6%	56.0%	46%	50%	36%
APA-D2	43.7%	52.9%	37%	46%	26%
Summit-Draper	49.7%	58.4%	39%	23%	36%
Channing Hall	45.6%	48.4%	29%	NA	23%
Rosamond Elem	40.0%	47.9%	41%	12%	25%
Crescent Elem	36.9%	48.9%	33%	12%	23%
Summit-Bluffdale	53.2%	33.8%	11%	20%	20%
Average Non-APA	37.1%	47.5%	31%	17%	25%

DEMOGRAPHICS					
School	Grades	# Students	F/R	ELL	IEP
APA-D1	K-6	634	17%	12%	10%
APA-D2	K-6	1228	19%	23%	12%
Summit Academy	K-8	940	11%	2%	12%
Channing Hall	K-8	621	14%	2%	13%
Rosamond Elem	K-6	640	15%	3%	14%
Crescent Elem	K-5	458	28%	13%	20%
Summit-Bluffdale	K-6	500	26%	2%	19%
Average Non-APA		632	18.8%	4.4%	15.6%

LANGUAGE ARTS					
School	Growth	Proficiency			
		All Students	F/R	ELL	IEP
APA-D1	56.6%	58.4%	49%	50%	29%
APA-D2	45.4%	54.0%	40%	32%	28%
Summit-Draper	44.5%	56.5%	37%	23%	34%
Channing Hall	48.7%	47.7%	25%	NA	22%
Rosamond Elem	47.4%	44.5%	28%	NA	25%
Crescent Elem	39.9%	46.6%	30%	9%	23%
Summit-Bluffdale	47.8%	26.2%	16%	0%	11%
Average Non-APA	45.7%	44.3%	27%	11%	23%

SCIENCE					
School	Growth	Proficiency			
		All Students	F/R	ELL	IEP
APA-D1	65.3%	72.6%	57%	56%	56%
APA-D2	41.9%	59.6%	46%	38%	36%
Summit-Draper	43.1%	59.5%	45%	33%	39%
Channing Hall	47.5%	62.3%	47%	12%	32%
Rosamond Elem	33.5%	56.1%	39%	NA	31%
Crescent Elem	19.9%	42.4%	19%	4%	34%
Summit-Bluffdale	42.1%	42.2%	19%	0%	29%
Average Non-APA	37.2%	52.5%	34%	12%	33%

Draper 3 Campus Comparisons to Local Schools:

- Data is from year 2 of this campus, with a very high percentage of new students and teachers
- We attracted a significantly higher ELL population than our nearby comparable schools (11% vs. 1.3%)
- Yet APA still scored at or above the similar schools in LA and Science
- In Math, APA did not meet or exceed the schools in proficiency however we outperformed them by 10% in growth. In a new school with new students, growth is perhaps the most important data point.

DEMOGRAPHICS					
School	Grades	# Students	F/R	ELL	IEP
APA-D3	7-12	714	20%	11%	12%
Paradigm	7-12	438	17%	NA	19%
Summit HS	9-12	542	18%	2%	13%
Oquirrh Hills MS	7-9	1304	14%	2%	12%
Riverton HS	10-12	2227	11%	1%	9%
Average Non-APA		1128	15.0%	1.3%	13.3%

LANGUAGE ARTS					
School	Growth	Proficiency			
		All Students	F/R	ELL	IEP
APA-D3	48.7%	55.3%	43%	17%	27%
Paradigm	55.3%	40.8%	29%	NA	11%
Summit HS	50.1%	44.5%	40%	20%	10%
Oquirrh Hills MS	47.5%	52.7%	37%	6%	14%
Riverton HS	37.0%	49.2%	42%	NA	13%
Average Non-APA	47.5%	46.8%	37%	13%	12%



Academic Data Response (continued)

MATHEMATICS

School	Growth	Proficiency			
		All Students	F/R	ELL	IEP
APA-D3	39.3%	23.30%	18%	4%	11%
Paradigm	26.6%	20.10%	14%	NA	10%
Summit HS	21.8%	24.10%	22%	10%	5%
Oquirrh Hills MS	44.0%	57.4%	34%	22%	8%
Riverton HS	27.3%	34.0%	30.0%	NA	NA
Average Non-APA	29.9%	33.9%	25%	16%	8%

SCIENCE

School	Growth	Proficiency			
		All Students	F/R	ELL	IEP
APA-D3	44.60%	44.60%	32%	13%	25%
Paradigm	35.40%	22.60%	20%	NA	4%
Summit HS	38%	28.80%	23%	NA	5%
Oquirrh Hills MS	45.3%	54.3%	38%	28%	37%
Riverton HS	31.8%	35.7%	39.0%	25.0%	9.0%
Average Non-APA	37.5%	35.4%	30%	27%	14%

West Valley 1 Campus Comparisons to Local Schools:

- For perspective, 2 years prior this campus received a recognition award from the SCSB for outstanding SAGE achievement in the language arts growth score. We believe the school achieved the highest growth score in the state that year.
- We enrolled 40% new students at this campus this year which is highly impactful on scores.

DEMOGRAPHICS

School	Grades	# Students	F/R	ELL	IEP
APA-WV1	K-6	615	68%	46%	9%
Redwood Elem	P-6	568	89%	63%	19%
Hillsdale Elem	P-6	701	90%	67%	12%
Endeavor Elem	P-6	343	62%	17%	17%
Dual Immersion	K-6	477	57%	56%	11%
Average Non-APA		522	74.5%	50.8%	14.8%

LANGUAGE ARTS

School	Growth	Proficiency			
		All Students	F/R	ELL	IEP
APA-WV1	32.8%	23.0%	20%	8%	11%
Redwood Elem	37.4%	16.2%	15%	9%	2%
Hillsdale Elem	31.9%	13.8%	12%	5%	2%
Endeavor Elem	36.5%	20.2%	12%	13%	2%
Dual Immersion	36.5%	19.8%	20%	4%	4%
Average Non-APA	35.6%	17.5%	14.8%	7.8%	2.5%

MATHEMATICS

School	Growth	Proficiency			
		All Students	F/R	ELL	IEP
APA-WV1	33.3%	16.9%	14%	6%	2%
Redwood Elem	33.2%	15.4%	15%	15%	6%
Hillsdale Elem	22.7%	16.2%	14%	13%	0%
Endeavor Elem	43.7%	19.3%	10%	9%	7%
Dual Immersion	37.9%	20.5%	20%	10%	4%
Average Non-APA	34.4%	17.9%	14.8%	11.8%	4.3%

SCIENCE

School	Growth	Proficiency			
		All Students	F/R	ELL	IEP
APA-WV1	39.1%	26.0%	24%	6%	15%
Redwood Elem	29.7%	16.1%	12%	6%	5%
Hillsdale Elem	26.3%	14.4%	12%	6%	6%
Endeavor Elem	38.2%	19.8%	8%	2%	3%
Dual Immersion	33.5%	21.5%	22%	4%	7%
Average Non-APA	31.9%	18.0%	13.5%	4.5%	5.3%



Academic Data Response (continued)

West Valley 2 Campus Comparisons to Local Schools:

DEMOGRAPHICS						LANGUAGE ARTS					
School	Grades	# Students	F/R	ELL	IEP	School	Growth	Proficiency			
								All Students	F/R	ELL	IEP
APA-WV2	K-12	1633	57%	23%	9%	APA-WV2	48.6%	40.4%	37%	8%	15%
Redwood Elem	P-6	568	89%	63%	19%	Redwood Elem	37.4%	16.2%	15%	9%	2%
Hillsdale Elem	P-6	701	90%	67%	12%	Hillsdale Elem	31.9%	13.8%	12%	5%	2%
Pioneer Elem	P-6	555	80%	44%	12%	Pioneer Elem	41.4%	20.5%	17%	11%	7%
Valley JH	7-8	720	74%	26%	14%	Valley JH	35.6%	21.8%	18%	1%	5%
Kearns JH	7-8	565	79%	29%	18%	Kearns JH	38.8%	22.7%	21%	NA	1%
West Lake JH	7-9	918	77%	31%	17%	West Lake JH	39.6%	25.3%	18%	6%	5%
Granger HS	8-12	3065	71%	25%	12%	Granger HS	35.0%	21.6%	18%	3%	2%
Average Non-APA		1013	80%	41%	15%	Average Non-APA	37.1%	20.3%	17.0%	5.8%	3.4%

MATHEMATICS						SCIENCE					
School	Growth	Proficiency				School	Growth	Proficiency			
		All Students	F/R	ELL	IEP			All Students	F/R	ELL	IEP
APA-WV2	36.7%	26.3%	18%	11%	NA	APA-WV2	51.0%	28.3%	21%	4%	12%
Redwood Elem	33.2%	15.4%	15%	15%	6%	Redwood Elem	29.7%	16.1%	12%	6%	5%
Hillsdale Elem	22.7%	16.2%	14%	13%	0%	Hillsdale Elem	26.3%	14.4%	12%	6%	6%
Pioneer Elem	46.3%	22.3%	20%	15%	5%	Pioneer Elem	51.0%	25.9%	22%	9%	16%
Valley JH	31.7%	19.5%	16%	3%	6%	Valley JH	34.7%	21.0%	16%	3%	6%
Kearns JH	23.5%	16.3%	14%	1%	NA	Kearns JH	35.5%	22.9%	20%	3%	4%
West Lake JH	34.8%	18.3%	13%	9%	4%	West Lake JH	36.8%	25.1%	17%	8%	7%
Granger HS	26.3%	11.6%	9%	2%	1%	Granger HS	30.5%	10.4%	8%	1%	1%
Average Non-APA	31.2%	17.1%	14.4%	9.7%	3.1%	Average Non-APA	34.9%	19.4%	15.3%	5.1%	6.4%

Salem Campus Comparisons to Local Schools:

DEMOGRAPHICS						LANGUAGE ARTS					
School	Grades	# Students	F/R	ELL	IEP	School	Growth	Proficiency			
								All Students	F/R	ELL	IEP
APA-Salem	K-9	538	31%	4%	13%	APA-Salem	48.7%	53.0%	51%	18%	23%
Mt. Loafer Elem	P-6	760	16%	NA	13%	Mt. Loafer Elem	41.8%	47.3%	31%	NA	19%
Salem Elementary	P-6	528	24%	NA	20%	Salem Elementary	48.2%	46.8%	33%	NA	20%
Park View Elem	P-6	447	33%	6%	19%	Park View Elem	50.8%	48.1%	29%	10%	27%
Barnett Elementary	P-6	454	54%	9%	32%	Barnett Elementary	38.8%	42.4%	26%	10%	11%
Salem JH	7-9	1194	18%	1%	11%	Salem JH	35.9%	44.9%	39%	NA	11%
Mt. Nebo MS	7-9	713	51%	6%	15%	Mt. Nebo MS	37.3%	30.3%	20%	NA	6%
Average Non-APA		683	32.7%	3.7%	18.3%	Average Non-APA	42.1%	38.3%	29.7%	10.0%	15.7%



Academic Data Response (continued)

MATHEMATICS						SCIENCE					
School	Growth	Proficiency				School	Growth	Proficiency			
		All Students	F/R	ELL	IEP			All Students	F/R	ELL	IEP
APA-Salem	42.1%	44.5%	45%	27%	24%	APA-Salem	41.0%	49.8%	56%	43%	21%
Mt. Loafer Elem	37.1%	53.0%	39%	NA	25%	Mt. Loafer Elem	30.1%	57.9%	38%	NA	38%
Salem Elementary	40.1%	44.1%	35%	NA	27%	Salem Elementary	33.0%	45.7%	33%	NA	21%
Park View Elem	39.3%	37.6%	20%	0%	19%	Park View Elem	42.7%	48.0%	36%	14%	32%
Barnett Elementary	32.3%	33.9%	24%	10%	6%	Barnett Elementary	37.3%	42.7%	32%	6%	25%
Salem JH	36.0%	42.8%	36%	NA	10%	Salem JH	38.6%	39.3%	36%	NA	16%
Mt. Nebo MS	36.0%	29.4%	20%	3%	4%	Mt. Nebo MS	30.7%	24.5%	18%	3%	10%
Average Non-APA	36.8%	40.1%	29.0%	4.3%	15.2%	Average Non-APA	30.3%	43.0%	32.2%	7.7%	23.7%

Special Populations: Additional academic results comparisons for the special education population are found in the following charts. These were Utah state SAGE results from 2017 and 2018. In 2019, the USBE and State Legislature determined that due to initial RISE test administration irregularities, the scores would not be used for accountability purposes that year (including sub-population comparisons and school grading). Thus we provide the last two years that state testing was validated and used for comparison purposes of subgroups.

We note that APA special education students performed above the state average in every grade, in every subject in 2017 and 2018.

Special Education Student Proficiency Scores - APA and State Average Comparison

Grade	MATH - Spring 2017			MATH - Spring 2018		
	APA 2017	State 2017	Proficiency % Difference	APA 2018	State 2018	Proficiency % Difference
3	31.3%	28.6%	2.7%	31.5%	28.8%	2.7%
4	29.3%	24.4%	4.9%	27.5%	25.8%	1.7%
5	26.3%	18.7%	7.6%	27.0%	19.7%	7.3%
6	22.1%	10.9%	11.2%	22.0%	11.5%	10.5%
7	16.0%	11.2%	4.8%	15.1%	11.5%	3.6%
8	13.1%	8.8%	4.3%	13.6%	8.4%	5.2%
9	13.8%	6.5%	7.3%	12.1%	7.6%	4.5%
10	6.7%	5.7%	1.0%	5.6%	5.4%	0.2%
11	10.0%	7.6%	2.4%	10.0%	4.4%	5.6%
12	50.0%	1.6%	48.4%	50.0%	3.0%	47.0%

Grade	LANGUAGE - Spring 2017			LANGUAGE - Spring 2018		
	APA 2017	State 2017	Proficiency % Difference	APA 2018	State 2018	Proficiency % Difference
3	28.4%	23.3%	5.1%	27.8%	23.3%	4.5%
4	20.3%	16.1%	4.2%	20.6%	18.1%	2.5%
5	20.3%	14.4%	5.9%	22.8%	16.0%	6.8%
6	21.0%	11.5%	9.5%	20.7%	12.4%	8.3%
7	18.6%	7.7%	10.9%	17.5%	9.3%	8.2%
8	15.3%	5.6%	9.7%	14.5%	6.6%	7.9%
9	14.3%	4.8%	9.5%	13.9%	6.5%	7.4%
10	13.0%	4.7%	8.3%	9.8%	7.2%	2.6%
11	12.0%	2.9%	9.1%	12.0%	7.7%	4.3%
12	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



Academic Data Response (continued)

5 Years of Academic Results: APA provides additional academic performance data as follows:

1. **SAT:** Scholastic Aptitude Test. This is a national, norm-referenced test. APA administers the SAT to our K-2 students to provide data that allows us to track student achievement in comparison with students across the nation. You will see from the results that students at our Title 1 schools often score at or above the national average, and our Draper and Salem schools score well above the national average. APA’s district average is 10-12 percentiles above national average. See 5 years of SAT results [here](#).
2. **Core Knowledge Year-End Assessment.** This is a test created by the Core Knowledge Foundation that APA administers to students in grades K-5 annually. The results demonstrate that APA students overwhelmingly score at mastery or passing level. See four years of Core Knowledge results [here](#).
3. **Acadience End-Of-Year Assessment:** The chart below shows APA’s EOY Acadience results for the past 4 years. (Due to COVID19 spring 2020 was not administered). The USBE requires schools to administer Acadience in grades K-3. APA has always administered this assessment to all K-6 students and we use this data to evaluate the effectiveness of our elementary reading and language arts program, which has its culmination at the end of the 6th grade. **The reader will note that by the end of 6th grade, a VERY high percentage of APA’s students are at benchmark on this reading assessment.** We believe this clearly demonstrates the effectiveness of APA’s Language Arts sequence with regard to developing capable readers throughout our elementary program.

EOY District Acadience Reading Assessments								
School Year	Level	K	1st	2nd	3rd	4th	5th	6th
2016-17 U of O standards	Benchmark	57%	69%	73%	78%	81%	80%	93%
	Strategic	20%	13%	12%	10%	10%	10%	3%
	Intensive	22%	18%	15%	12%	9%	10%	4%
2017-18 U of O standards	Benchmark	63%	68%	81%	80%	76%	85%	91%
	Strategic	15%	12%	9%	7%	13%	10%	3%
	Intensive	22%	20%	9%	13%	11%	5%	6%
2018-19 U of O standards	Benchmark	62%	69%	76%	86%	78%	82%	92%
	Strategic	17%	10%	11%	5%	13%	12%	4%
	Intensive	20%	20%	13%	9%	9%	9%	4%
2020-21* (Acadience)	Benchmark & Above		66%	76%	73%	78%	84%	89%
	Below Benchmark		9%	8%	9%	14%	9%	7%
	Well Below Benchmark		24%	15%	18%	8%	7%	4%

*These scores reflect the University of Oregon standards 2021.

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

Educational Services Response

American Preparatory Academy meets each of the requirements listed in R277-552-7.



Educational Services Response (continued)

1. APA is compliant with the requirements of federal and state law, regulations, and Board rule.
 - a. See [FY22 APA Compliance and Assurances](#)
2. This satellite request is consistent with the charter school’s charter agreement.
 - b. Yes.
3. All schools operating under the governance of the existing charter school are performing consistent with or above the charter school’s stated academic goals:
 - c. See [Page 11](#)
4. APA has maintained a net lease adjusted debt burden ratio of under 25% for each of the last three years:

	FY2018	FY2019	FY2020	FY2021
Net Lease Adjusted Debt Burden Ratio	9%	9%	10%	10%

5. APA’s financial statements report revenues in excess of expenditures for at least three of the last four years.

	FY2018	FY2019	FY2020	FY2021
Net Income	\$248,571	-\$411,391	\$667,484	\$705,022 (unaudited)

6. APA provides a market analysis (in excess of the Market Analysis section above in this application), including documentation of the school’s potential for enrollment stability, covering all public schools within a ten mile radius, including analysis of whether nearby schools are at enrollment capacity, which can be found [here](#).

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?

Philosophical Approach Response

The philosophical approach to improving pupil achievement will be the same approach at the satellite school as that which is in place at the sponsoring schools.

Classical Education & Direct Instruction

American Prep is a classical education school, meaning we honor the learning stages of the Trivium – grammar, logic and rhetoric. Our pedagogy aligns with these learning stages. Direct Instruction, with high levels of student response, is the pedagogy primarily used in the grammar phase of learning.

Direct Instruction methods are deeply trained, coached and evaluated on a consistent basis with each teacher and paraeducator receiving multiple coaching and evaluation sessions each year. Evolution through the Trivium culminates in Socratic Method teaching in our upper grades, in the Logic and Rhetoric phases of learning.



Philosophical Approach Response (continued)

Academic Growth

At American Prep our aim is that each student achieves maximum academic growth each year. In order for this to happen, students must be challenged appropriately and consistently. In order to achieve this, every elementary student at APA is assessed and learning groups are formed based upon achievement levels in the skills areas of reading, spelling and mathematics. During reading, math, and spelling, our students join their peers that are at their skill level within their age band (K-3 or 4-6). In these groups, students receive rigorous instruction using evidence-based curriculum. These smaller groups average from 5-15 students per group. Using this model, every student has an opportunity to be academically challenged, and to receive more individualized instruction.

Student achievement is directly impacted by the expertise of their teachers, thus teacher development is a vital aspect of APA's model. Coaches and administrators work with each teacher or paraeducator, and utilizing a 4-level training system ensure each teacher and paraeducator is proficient at teaching the curriculum they have been assigned to teach. Our side-by-side coaching is unique and effective as evidenced by our student achievement scores.

Parental Participation and Feedback

APA knows that parental participation is vital to student achievement. To facilitate parental participation in the daily process of education, we have developed our daily Learning Plans. The Learning Plan is a weekly schedule which outlines each subject taught each day, with some details about the lessons. The Learning Plan is given to all elementary students on Mondays, is taken to each class during the school day, and goes home each night to the parent(s) for a signature. The Learning Plan helps students track what they have studied and know what is expected, communicates this to parents, and thus enables parents to effectively assist their student in following through on their academic commitments. Teachers and parents can write notes on the Learning Plan for easy communication on a daily basis. Learning Plan samples can be viewed [here](#).

American Prep parents reflect a high degree of satisfaction in our annual parent surveys. Here is the link to the data collected from our [2020 Parent Survey](#). A few key metrics are highlighted, reflecting an average across our campuses of 95% parent satisfaction in the overall performance of the school, 96% parent satisfaction in APA's overall academic program, and 93% parent satisfaction in being kept up-to-date with what is happening at the school. Perhaps most importantly, 97% of over 1500 parents say they would recommend APA to good friends.

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.



Program of Instruction Response

The program of instruction, including the methods of instruction, will be the same that are used at the sponsoring school. As taken from our website:¹¹

ELEMENTARY PROGRAM

Our Elementary School program centers on our 2 pillars: Academic Achievement and Character Development. We believe children in grades K-6 need a balance of rigorous academics, creative and expressive learning, and positive social skill development – all in a motivating, cheerful environment that encourages enthusiasm for learning and love of school. Caring and nurturing relationships with teachers and friends are the foundation of all we do.

Our comprehensive curriculum calendars can be found at the following links:

[Kindergarten - Half Day -](#)

[First Grade -](#)

[Second Grade -](#)

[Third Grade -](#)

[Fourth Grade -](#)

[Fifth Grade -](#)

[Sixth Grade -](#)

Elementary Academics

Achievement Grouping: American Prep utilizes achievement grouping for the skills areas of reading, spelling and math. All students are assessed and groups are formed that will allow all students to be taught at their precise instructional level, with peers within their age band (K-3 or 4-6), for that subject. These “fluid groups” are composed of approximately 5-15 students, allowing for small classes. We know that student learning is not entirely predictable, so students are consistently assessed (daily and weekly) and if a student “zooms” ahead, they are able to move to a higher level. Likewise, if a student needs extra repetition of a concept, or experiences absences which put them behind, they are able to join a different group and repeat the instruction that was missed or was challenging for them. Achievement grouping supports student positive mental development and protects from anxiety and depression by avoiding placing students with students performing far above them in these skills subjects. Advanced students for their age are likewise placed in groups that provide appropriate challenges so boredom or engagement challenges can be avoided.

Because all students go to their skills groups at the same time in the school day, and the groups are not labeled in any way (no numbers, colors, or letters), our students are not typically conscious of the “position” of their group (higher, lower) in relation to other groups. Avoiding stigma is one of the goals of our achievement groups. It is our belief that these achievement groups are the most efficient way to allow students to gain skills in the fastest, most emotionally positive environment possible.

APA’s elementary students attend a homeroom class that has a General Education Teacher and a Paraeducator (who we call an “Instructor”). This supplemental employee makes it possible for the General Education Teacher to teach the content scheduled for the day, with the Instructor providing support as needed.

¹¹ [APA Elementary Model](#)



Program of Instruction Response (continued)

Early Elementary Courses (K-2)

Reading Mastery, Connecting Math Concepts, Spalding Spelling, Cursive Writing, Language For Learning, Language for Thinking, Comprehension A, Physical Education. CORE KNOWLEDGE Science, History, Poetry, Literature and Geography, Music, and Art (Monart Drawing).

Upper Elementary Courses (3-6)

Saxon Math, Corrective Mathematics, Reading Mastery, Corrective Reading: Decoding and Comprehension, Literature-Based Direct Instruction, Spalding Spelling, Latin Roots, Spelling with Morphographs, Physical Education, CORE KNOWLEDGE Science, History, Poetry, Literature and Geography, Music, and Art (Monart Drawing).

Character Education

APA's mission statement outlines our commitment to two pillars: academic excellence and strong character development. As an APA student progresses through elementary and secondary education, the Builders and Ambassadors programs teach virtuous character, social and communication proficiencies, community service, civic engagement, leadership, professionalism and other skills to assist students to become positive and contributing citizens in their communities. In order to establish an excellent institution and a loving, positive atmosphere, we believe we must build a foundation of virtuous character in our students and ourselves. We also believe that mental training goes hand-in-hand with the formation of a good character. We have firmly planted these ideals into our institution through a district-wide Builders Theme and Ambassadors Program. All staff, parents and students work together to build our school on the principles of Expectations, Effort, Enthusiasm, Encouragement and Excellence.

The CHAMPS program (Safe & Effective Schools by Randy Sprick) is also implemented district-wide to support student self-management and positive school culture development.

SECONDARY PROGRAM

Junior High

Mission Statement: American Preparatory Academy Jr. High assists students in their efforts to become student scholars by providing an academically rigorous liberal arts program that prepares them for advanced study at the high school level and beyond.

Utilizing a program rooted in classical education principles, students are exposed to a language-rich curriculum built for a maturing mind. APA's academic program emphasizes learning through language (writing, speaking, reading) rather than pictures, videos or television.

The trivium model of learning is a key part of our pedagogical approach, with a focus on continual engagement in the learning process through 3 phases: supplying the mind with facts (grammar), providing logical tools to organize facts (logic), and equipping students to express conclusions based on application of the logic (rhetoric).



Program of Instruction Response (continued)

Junior High courses utilize direct instruction for grammar-phase learning with a focus on student participation and 100% engagement. Socratic methods are applied in the Logic and Rhetoric phases as appropriate. APA's systematic approach to coursework results in a sequence that ensures students are accessing the necessary curriculum as well as mastering it before moving on in their studies. The curriculum for each class is organized by a "180-day plan" that is standardized across the schools, and each course has established learning objectives and "accountability elements". See a 180-day plan example [here](#).

Tests and quizzes are standardized and student scores (absent identifying information) are shared within the department so teachers can meet monthly and analyze student achievement data, discuss demonstrated best practices, and mentor one another.

Jr. High Subjects of Instruction

Utah State Standards are met or exceeded through APA's curriculum.

Math:

APA utilizes the Saxon math sequence which emphasizes incremental skill development using a delayed practice model to ensure that students master the material and retain it over long periods of time. New material is introduced and students are given an opportunity to practice the new content as well as review previous content in each lesson.

English:

APA provides an academically rigorous 7th and 8th grade English curriculum. We follow the English curriculum outlined in the Core Knowledge Scope and Sequence, which includes literature, expository writing, grammar, vocabulary, and spelling. Our English class utilizes the Wordly Wise Vocabulary program, Digging Into Diagramming program, and various Core Knowledge literary selections. Formal logic instruction is provided in our English classes. Students take 1 English course in 7th grade and 1.5 English courses in 8th grade.

History:

History coursework in 7th and 8th grade is a combined course of Utah Studies and U.S. History. All core objectives for both U.S. History I and Utah Studies are met. Students are exposed to primary sources to aid them in their interpretation and explanation of historical events. This course has an emphasis on reading, effective writing, and analytical skills.

Latin:

All Jr. High students study Latin for the full year in both grades. Latin instruction focuses on the foundations of the Latin language, as well as Roman history, culture, and mythology. The class provides an understanding of Latin's structure and basic components, and is designed to strengthen students' comprehension of the English language. The textbook for this course is Jenney's Latin. Students learn about Rome's founding, societal practices, and its cultural impact on modern society.



Program of Instruction Response (continued)

Science:

The seventh and eighth grade science curriculum is a proprietary curriculum designed around the SeeD standards. Junior High Science courses contain strong logic and rhetoric components including an emphasis on questioning and critical thinking. Students are often asked to not only provide an answer, but to demonstrate understanding of the questions, and then support conclusions with the knowledge they've gained in previous stages of learning. Writing is a critical part of this stage of learning and all APA Junior High courses have strong writing components.

Character Education:¹²

American Preparatory Academy is committed to helping students become exceptional citizens as well as great scholars. Thus, every student at American Preparatory Academy is a participant in the Character Development Program. This program is an integral part of the daily curriculum and supports the two-fold mission of APA, which is to champion rigorous academic achievement and strong character development. 4th period is a Leadership class for all Jr. High students where the Ambassador curriculum is presented.

The Ambassador Character Development curriculum is built upon seven areas of focus: social graces, professional behavior, self-management skills, peer leadership experience, community service, civic awareness, and arts/cultural appreciation. These seven focuses are presented and reinforced through a combination of hands-on, high-energy workshops, service projects, leadership experiences, field trips, and culminating activities. Students and staff are trained to exemplify the skills taught in each area of focus in their daily interactions and to recognize that the application of those skills leads to academic success.

Leadership and character development is the second pillar of American Prep's education program.

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.

Special Populations Response

Special Education Compliance

Special education will be provided in the same way at the satellite school that it is provided at the sponsoring schools. American Prep aligns our Special Education Program with complete fidelity to IDEA and USER (Utah Special Education Rules). American Prep offers the full continuum of services for disabled students according to the individual student's IEP.

All Special Education teachers, paraeducators and related service personnel at APA possess the appropriate qualifications, including licensure, according to the requirements of Federal and Utah Law and Rule. All staff members who provide instruction or services to IEP students receive appropriate training and supervision by

¹² [APA Ambassadors](#)



Special Populations Response (continued)

a credentialed special educator. Informal and formal evaluations are conducted by administration to support the quality of instruction and services that are being provided. Coaching is provided during this process to improve instruction.

APA’s Risk Scores and Assignment Tiers for the past 4 years are reflected in the table below:

American Preparatory Academy	USBE Results Driven Accountability Tier	Overall Risk Score	APR Determination
Score and Determinaiton	1-Supporting 2-Guiding 3-Assisting 4-Coaching 5-Directing	1-Supporting 2-Guiding 3-Assisting 4-Coaching 5-Directing	1-Meets Requirements 2-Needs Assistance. 3-Needs Intervention 4-Needs Substantial Intervention
Risk Determination 2021 (AY 2020)	Guiding	2	2 Needs Assistance
Risk Determination 2020 (AY 2019)	Assisting	3	3 Needs Intervention
Risk Determination 2019 (AY 2018)	Supporting	1	2 Needs Assistance
Risk Determination 2018 (AY 2017)	Guiding	2	2 Needs Assistance

The executive summaries of the APR letters can be found here: [2019](#), [2020](#), [2021](#). The full RDA reports can be found here: [2018](#), [2019](#), [2020](#), [2021](#).

Our schools use a highly effective research-based instructional model with a proven track record of creating high academic outcomes for special populations for the last 19 years at our schools. (See [page 17](#)). Using this proven model, American Prep has been achieving high academic outcomes for students with disabilities, including students with mild, moderate, and severe disabilities, for each of those years.

The Special Education Support Team at APA campuses consists of:

- Campus Academic Directors
- Special Education Teachers
- Related Service Providers: Speech, OT, PT, Counseling
- Teachers
- Instructors (Paraeducators)

Special Education Philosophy

APA’s special education program’s emphasis on LRE (least-restrictive environment) is expressed in APA’s commitment to seeing our disabled students educated alongside their typical peers whenever possible. This accomplishes our goal of reducing stigma for disabled students, as well as our academic goal of placing each student in the most motivating learning environment possible, which we have found to be with their peers.



Special Populations Response (continued)

Our elementary inclusion program is outlined in detail in this [seven minute video](#) and we invite the reader to view it to understand more clearly how we provide a FAPE to some of our disabled students.

Our innovative model provides a paraeducator (Instructor) in every elementary classroom. This allows nearly all of our elementary-aged disabled students to attend their “regular” general education homeroom classroom and receive the supports they need without being “pulled out” of class. However, for students whose IEPs indicate they need services outside these settings, APA provides the full continuum of placements, including self-contained classrooms.

Between the small skills groups and supported homeroom environments, most disabled students are taught alongside their peers nearly all of the time they are at school. One of the objectives of APA’s program is to reduce the stigma that often occurs when students are pulled away from their peers for learning. Stigma can be very harmful to students and the impacts persist into adulthood. Adults who had IEPs as children are 46% more likely to attempt or commit suicide. Utah has some of the highest rates of childhood anxiety and depression in the country. APA’s response to these challenges includes creating a school model where students remain with their nondisabled peers whenever it is possible, which is most of the time. APA’s inclusion rate is nearly 90% (the USBE target is 49%). Additionally, APA’s program is academically successful. Our special needs students score at or above the state average for special needs students in most subjects and most [grades](#).

Special Education Process

Identifying students who may be in need of special education: American Prep uses a well-established electronic data collection and review system to identify on a weekly basis any student not at mastery (80%) in core subjects such as Reading, Math, Spelling and home room content. The data is reviewed to identify what measures have been taken, document those measures, and identify what additional actions and interventions will be applied and documented through the Response to Intervention (RTI) process. This process ensures students are rigorously monitored and decisions can be made in a timely manner to refer students for special education if they meet the criteria.

Students referred for special education are evaluated and assessed according to requirements outlined in IDEA, USER (Utah Special Education Rules) and [APA’ Special Education Policy & Procedures \(2021\)](#). When a student is determined to be eligible for special education services, the IEP is developed by the IEP team. Once goal areas and goals have been identified, the IEP team determines where the student will be best served to meet those goals. For reading, math or spelling goals, the IEP team may recommend the creation of an appropriate learning group for the student, or may recommend placing him/her in a group that is already established. IEP goals are addressed with specially-designed instruction in classes determined to meet the student’s needs. For goals in other areas, the IEP team determines the instruction that is needed and the setting for that instruction to take place.



High School Graduation: (for schools offering 9th-12th 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.

High School Graduation Response

Not applicable as we are not applying for grades 9-12.



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.

Administration Response

Qualified Administrators and Staff

APA has contracted with an Educational Management Organization called "American Preparatory Schools" to manage the APA schools. APS provides administrative employees to each of the APA schools, including Elementary Directors, Jr. High Directors, and Administrative Directors. In addition, APS provides support in the areas of Academic Administration, Operations/IT, Human Resources, Compliance, and Accounting. All of our teachers and administrators are eligible for their positions based on their compliance with Utah law and rule, including any degrees or alternative paths to licensure as allowable. When the APA-Cedar City satellite school is approved, APS will likely place at least 2 Elementary Directors, a Jr. High Director, and an Administrative Director at the new school location and will provide all the needed support for human resources, accounting, IT, and Compliance.

Operations: APA's Operations support team has been "Clearing The Way" for excellence in our school environments for 18 years. Members of our support team almost exclusively come from our school community, and as such are passionately driven to serve by "Clearing The Way" because of the positive impact they see in our students, staff and families.

Our Chief Operations Officer (COO) was a founding family member, served on APA's original initiating committee, and served as a Board member for six years during early development and expansion of the school. He has served as Director of Operations since 2009. He was nominated for Administrator of the Year in 2016 by the Utah Association of Public Charter Schools. His extensive background prior to American Prep includes environmental health & safety, HR, facility operations, large fleet management, and community liaison for Fortune 500 and Fortune 100 companies.

APA has completed eleven major new construction or facility renovation projects and has developed a reputation for excellence in effective cost management, high value facilities, and regulatory compliance. The USBE has given APA high marks for school construction compliance and has referred administrators from startup schools to APA as an exemplar.



Administration Response (continued)

Our COO is responsible for school safety, manages our Director of IT and two Area Operations Managers who serve staff assigned to each campus. An operations/IT staff member will be hired for the Cedar City satellite school.

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.

Governance Response

The American Preparatory Academy schools are governed under a single governing board - Utah Charter Academies. Utah Charter Academies (UCA) is currently comprised of 5 board members. All board members are engaged in their roles. All board members are parents of APA students (or former students). Board members meet monthly at regular board meetings. School policy changes are reviewed monthly and approved by the board before implementation. The Governing Board of UCA has contracted with an educational management organization (APS) to manage their schools. APS leadership has over 25 years of experience in developing and managing charter schools. The board reviews the performance of APS by receiving monthly reports from the Executive Director, Business Manager, CFO, Compliance Director and Operations Manager. On an annual basis, the board reviews data collected throughout the year and establishes a "School Improvement Plan" to implement the upcoming school year. The board also reviews the EMO performance through their audit committee, which meets at least quarterly.

The board's staff was approached by multiple Cedar City families requesting an APA satellite school in their area. The staff presented those requests to the UCA board, at which time the board directed staff to move forward in gauging interest for the Cedar City location. Several meetings were held in Cedar City with interested families, and the Iron County School Board. APA was invited to present at the Iron County School Board meeting in **. The Board Chair and APS staff also met with the Iron County School Superintendent to discuss the possibility of an APA school in Iron County. Receiving positive responses from the community, the Mayor, and the School Superintendent, the APA board directed that a satellite application be written. See letters of support [here](#). This application was then approved by the APA board.

The board plans to invite a member of the Cedar City community to join the governing board if a satellite location is approved.

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



Employees Response

K-3 Elementary Director – Oversees K-3rd grades
4-6 Elementary Director – Oversees 4th-6th grades
Jr. High Director – Oversees 7th-8th grades
K-8 Administrative Director – Oversees non-academic administrative duties at the school
Character Development Director – Manages the character program and activities
Jr. High Secretary – Secretary for the Jr. High Director
Front Office Secretary – Manages front office
Curriculum Specialist – Organizes, purchases, inventories, and manages curriculum
IT/Operations Specialist – “Clears the way” for the teaching staff through tech support and operations support
Food Service Worker – Manages lunch program
Bus Driver (to be determined if we will provide any transportation services)
School Nurse – Tends to medical needs of students
K-6 Elementary Teachers
K-6 Elementary Instructors
Elementary Groups Instructors
Band Teacher
Orchestra Teacher
Music/Choir Teacher
Secondary Health/PE Teacher
Art Teacher
Secondary Latin Teacher
Secondary Math Teachers
Secondary English Teachers
Secondary Science Teacher
Secondary History Teacher
Secondary Dance Teacher
Special Education Teachers
Special Education Aides
Speech Language Pathologist
School Counselor

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.

Student Safety Response

Student safety is of primary importance at American Prep. We have developed extensive and effective policies and procedures that allow us to set up a school facility/grounds plan that provides for student safety, and also addresses any student safety issues that may arise as quickly and safely as possible. APA has been in operation 19 years and has had a typical number of playground and sports-related injuries. These are managed by our



Student Safety Response (continued)

school health teams and all injuries are reviewed annually by the COO to ensure any possible measures to increase safety are taken and our policies updated. Those policies and procedures can be reviewed at length in our policy manual.¹³

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

School Calendar Response

The Satellite school will use a standard calendar. We hope to start school Wednesday, August 16, 2023.

¹³ [APA Health and Safety Policies](#)



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.

Financial Viability Response

The school is currently meeting all financial targets and requirements set by the State of Utah, the Utah Charter School Finance Authority, and the bondholder requirements outlined in the school's bond documents. The school is in a strong short-term and long-term financial position, particularly as it pertains to debt service coverage ratio, days cash on hand, and net income. The Governing Board reviews financials, including a Budget vs. Actuals report, monthly in both their audit committee meeting and their regular governing board meeting. Annual budgets are regularly reviewed by the Board, and when there are significant budget changes. The Board's agendas and minutes will show their review of financial documents.¹⁴

Budget: Using conservative assumptions, Utah Charter Academies will continue to have a positive overall net income. The Cedar satellite school will have a negative effect to net income at least for the first few years, but we should be able to maintain at least a 1% net income compared to expenses even in the growth phase of adding a new campus. This has been our experience when opening satellite campuses and we will implement similar strategies to ensure solvency each year. In our budget, we generally assumed a 5% inflation rate and a 3% WPU increase rate. All assumptions can be viewed at the top of the budget detail. We justify using the 5% inflation rate because 5% has been the actual inflation rate over the past 12 months. We justify using the 3% WPU increase because the WPU has risen at a rate higher than that over the past few years, and we believe it prudent for forecasting to assume the legislature will not maintain those large increases in years to come. We also prefer to use conservative estimates to make sure our budget is viable in even challenging circumstances. Other reasons for the negative effect are rising construction costs, financing assumptions, and startup costs. For example, according to Engineering News-Record,¹⁵ construction costs in Utah have risen 6% to 16% depending on area and construction type. We make the assumption in our budget that we will spend about \$1,500,000 in debt service per year for the new Cedar City facility. Although the effect of the school may be negative on our net income for the first few years, our LEA can financially support such investment in the Cedar school, and we believe that it will eventually positively contribute to APA's net income over time.

¹⁴ [2021 Board Meeting Agendas & Minutes](#)

¹⁵ [Engineering News-Record](#)



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.

Budget Response

As discussed in the previous section, the Cedar City satellite will negatively impact Utah Charter Academies’ net income in FY2024; however, Utah Charter Academies will maintain a positive LEA net income of at least 1% compared to total expenses, and will continue to meet all obligations related to financial targets set forth by the Authorizer, USBE, Utah State Charter School Finance Authority, and bond holders. See budget [here](#).

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.

Financial Data Response

Metric	Standard	3 Prior FY	2 Prior FY	Prior FY	Current YTD
<i>Fiscal Year or Month Used</i>		2019	2020	2021	YTD
Unrestricted Days Cash	≥ 30	52.5	56.9	67.1	71.5
Debt to Asset Ratio	≤ 1	.92	.91	.91	.91
Current Ratio	≥ 1	2.25	2.15	6.2	9.0
Audit Findings	0	0	0	0	0
Change in Net Assets	Positive	Negative	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.

By checking this box, I certify that any lease, lease-purchase agreement, or other contract or agreement relating to the charter school's facilities or financing of the charter school's facilities will be submitted to the SCSB and to an attorney for review and advice before the lease, agreement, or contract is entered into, as required by 53G-5-404(9).

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.

Facilities Plan Response

The school facility will need at least 20 elementary classrooms, 6 Jr. High classrooms, a music/band/orchestra room, a gym, 6 "breakout" mini classrooms, a front office, an administrative office, a curriculum room, a workroom, a special education office, bathrooms according to building requirements, a staff break room, and an operations/janitorial room. It may also have a multipurpose room and additional offices, depending on the budget. The facility will hopefully include a playground for recess and a sports field for P.E. and sports activities, depending on construction costs and budget. The facility will meet the needs of students, including accessibility to students with physical disabilities. The school will have a traffic impact on the surrounding community, and we will work with city officials and neighboring landowners in developing the most efficient traffic plan. The parking and driveway requirements will meet city specifications. The Governing Board plans to build a facility, financed either through the USDA Community Facilities Direct Loan program (if eligible), or a tax-exempt bond that is guaranteed through the State's moral obligation program. A location for the school has not yet been determined, but it will be in Cedar City or a nearby surrounding area. It is anticipated that the management company, APS, will purchase a school site in early 2022 and begin the architecture and engineering process.



Facilities Plan Response (continued)

Simultaneously, the Governing Board will begin the process of submitting for USDA funding or a bond issue, including an application to the Utah Charter School Finance Authority. Once the financing is issued, UCA will purchase the land and improvements from APS and begin the construction process. If UCA is unable to secure tax-exempt financing, APS will continue the construction of the facility and will operate under a lease agreement until UCA can secure financing. It is anticipated that construction on the facility will be completed in June of 2023, giving the school approximately 2 months to furnish the facility and take occupancy for the start of school in August of 2023.



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 contracted with this provider, with contact information.



Existing Contract Relationship Response

1. [Contract link](#)
2. American Preparatory Schools (dba of Education Consultants of Utah, or ECU) provides the management and school management to Utah Charter Academies (UCA). UCA operates the schools using the dba name - American Preparatory Academy. The management agreement includes Academic management, Financial management, HR management, Operations management, Compliance management, and additional services. The governing board first contracted with American Preparatory Schools in 2008. American Preparatory Schools provides the comprehensive continuum of services desired by the board to all of the Utah Charter Academies campuses. In 2017, Utah Charter Academies issued an RFP for management services to evaluate opportunities to contract with alternative EMOs, and to ensure that their contract with APS was competitive. After a thorough RFP process which was overseen by an outside law firm on behalf of the governing board, UCA's board evaluated the responses and again decided that APS was the only bidder that met UCA's requirements. After going through this process, it became clear that APS is a sole source provider and the only entity capable of providing the academic model that UCA desires with fidelity. This is largely due to the expertise in the unique academic model that APS brings to the schools. As part of APS' services, APS also agrees to assist UCA in facilities expansion and financing, and provide additional services outside of the contract upon agreement with the governing board. In this scenario in particular, APS plans on preemptively purchasing property and beginning the development process ahead of construction. That will give UCA the time it needs to finance the long-term debt for the building.
3. American Preparatory Schools was created in 2008 to support Utah Charter Academies' expansion projects that were moving into West Valley City at the time. Since then, APS has assisted UCA with a full continuum of services explained in the "Operational Success" section and outlined in detail in the linked contract. Over the last 13 years APS has had many additional clients including schools in Utah, Idaho and Nevada for which they have performed a wide variety of services. APS' past Utah charter school clients include:
 - [Excelsior Academy](#)
 - [Paradigm High School](#)
 - [Noah Webster Academy](#)
 - [Legacy Preparatory Academy](#)
 - [Odyssey Charter School](#)
 - [Navigator Pointe Academy](#)

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 satellite school will be added to the contract between UCA and APS.

1. Answered in above section - #2.
2. Answered in above section - #2 and #3 as well as the contract linked in #1.
3. The oversight and monitoring that is in place to guide the relationship of the EMO currently, and which will continue with the satellite school, is monthly academic reports to the board in public board meetings, as well as annual reports and assurances as required by the USBE.
4. The governing board's audit committee meets with the CFO monthly and reviews controls and financial reports. The full board reviews the financial report monthly at its meeting. The audit committee has established internal controls to ensure fiduciary duties are met.