



State Charter School Board Expansion 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 **July 1** for the next upcoming school year (e.g. July 1, 2020 for the 2021-2022 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**.

Expansion requests requiring significant facilities modification and a USBE project number, may be submitted early (November 1) to be heard at the January SCSB meeting.

SCSB Eligibility Review

After receipt, the office of the SCSB reviews assurances and evidence to confirm eligibility. The applicant is notified if eligible to expand and whether additional information will need to be submitted. Operational compliance will be confirmed throughout the review period.

State Charter School Board Consideration

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

Application Instructions

The Expansion 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 Board. 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 system.



Applicant Assurances

X 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.

X 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:

As per R277-552-6

Evidence:

Note: include link or page number if submitting as a packet.

| | |
|--|---|
| Title 53E, Chapter 9, Student Privacy and Data Protection | Student Data Privacy and security Governance Plan |
| Title 53G, Chapter 7, Part 5, Student Fees | Fee Policy and Procedures |
| Title 53G, Chapter 9, Part 7, Suicide Prevention | MTSS Flow Chart for Support |
| Title 53G, Chapter 8, Discipline and Safety | Student Discipline |
| Title 52, Chapter 4, Open and Public Meetings Act | Board of Trustees Site |
| Title 63G, Chapter 6a, Utah Procurement Code | Fiscal Policies and Procedures |
| the IDEA and Rule R277-750, with no unresolved audit exceptions | SPED Policies and Procedures Manual |
| Rule R277-113, Local Education Agency (LEA) Fiscal and Auditing Policies | Fiscal Policies and Procedures |
| Section 53G-9-207, Child sexual abuse prevention | Code of Conduct- Appropriate Behavior Policy |
| Subsection 63G-7-301(3) and Rule R277-322, Code of conduct | Code of Conduct- Appropriate Behavior Policy |



Additionally, for an expansion request the Applicant further certifies that the expansion request is consistent with the school's charter agreement and:

Requirement:

As per R277-552-6

Evidence:

Note: include link or page number if submitting as a packet.

| | |
|---|--|
| The request is consistent with the charter school's charter agreement. | Itineris Agreement Recharter Original Agreement |
| Met all academic goals in the charter agreement. | Goals from IECHS Waiver Application |
| 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.) | School Comparison 2020-21 School Report Card 2020-21 |
| Financial statements report revenues in excess of expenditures for at least three of the last four fiscal years. | Audited Financials 2017-18 Audited Financials 2018-19 Audited Financials 2019-20 Audited Financials 2020-21 |
| If the proposed expansion requires additional physical facilities, maintained a net lease adjusted debt burden ratio of under 25% for each of the last three years. | Not applicable |

Name of Board Chair
Curtis Newman

Signature of Board Chair /Date

24 JUNE 2022



School Entity Information

Name of School: Itineris Early College High School

Name of School Administrator: Renee Edwards

Local School District: Jordan School District

To whom and when this application submitted to the local district: Anthony Godfrey notified via email 6/17/2022. We met in person to discuss June 24, 2022.

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

| Name | Position | Period of Service as a Board Member | Current Charter Affiliations |
|------------------|------------------------------------|--|-------------------------------------|
| Curtis Newman | Chair | Start Date Oct 2006; Current Term 9/2021-9/2024 | IECHS |
| Chris Scharman | Vice Chair | Start Date October 2014; Current Term 10/2020-10/2023 | IECHS |
| MaryJane Keleher | SLCC Representative | Start Date January 2015; Current Term 1/2021-1/2024 | IECHS |
| Bryan Crump | Community Representative | Start Date January 2017; Current Term 1/2020-1/2023 | IECHS |
| Mark Ashby | Treasurer | Start Date February 2016; Current Term 2/2022-2/2025 | IECHS |
| Shea Thurman | Parent Representative | Start Date January 2020; Current Term 1/2020-1/2023 | IECHS |
| Collette Wright | Parent Representative | Start Date October 2017; Current Term 10/2020- 10/2023 | IECHS |
| Matt Ekker | School Representative – Non-Voting | Start Date June 2011; Current Term 6/2019-6/2022 | IECHS |



Required Exhibits:

- Minutes of the board meeting authorizing application for expansion. Include link or page number if submitting as a packet.

[Approved Board Minutes Feb 25 2022](#) Initial waiver approval page 3 item VIII.

[Draft Board Minutes June 24 2022](#) Final Approval Page 5 Item VII.

Population and Enrollment

X By checking this box, I understand and agree that the enrollment policies must be consistent with state law and Board rule, and that increased enrollment of students cannot begin until the Expansion Application is approved.

Grade Levels to be Served: Click here to enter text.

Projected Maximum Enrollment: Click here to enter text.

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: SY20 is the 2019-2020 school year. Start with the year you wish to begin the expansion. 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

**Maximum
Enrollment**

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
|-------|---|---|---|---|---|---|---|---|---|-----|-----|-----|-----|-----|
| SY 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 100 | 110 | 105 | 415 |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| SY 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 105 | 105 | 100 | 105 | 415 |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| SY 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 110 | 105 | 100 | 100 | 415 |

Attach a clear, specific and concise response about the proposed target population. The expected page length for all four questions is no more than two pages.

- Describe the population of the school that includes a demographic profile listing the percentage of students in the minority, the percentage of students with disabilities qualifying for special education services, the percentage of students who are economically disadvantaged, the percentage students learning English, academic performance of students entering the school, and distance travelled by current students.
- Compare the description in question one (1) to the local school district.
- Describe the enrollment practices, processes, and policies of the school.
- Describe the enrollment timeframe that will be implemented and shared with the public.

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.

Demographics for 2021-22 based on our October 1 count: Total Students 365, Female, 49% Male, 51% 10th grade 129, 11th grade 111, and 12th grade 125. Those students identified as economically disadvantaged are 18%, and students of ethnic/racial diversity 56%. Our special education population fluctuates year after year with a decrease over the last few years. For the 2021-22 school year, we have 1% of our students as special needs. Our English Language Learner (ELL) population has also fluctuated over the last few years with the 2020-21 ELL population at 6% of students.

Data from the State Charter School Board UCAP site compares Itineris to Jordan school district:

DEMOGRAPHIC SUBGROUPS



Itineris is a publicly funded high school and welcomes all students to attend. Our enrollment date are announced publicly with our application opening January 1 for the upcoming school year. Itineris has a random, unbiased rolling lottery that runs at midnight January 31 and the last Friday in February. All applicants that apply during the month of January are offered a seat in January's lottery if we haven't reached capacity, and the February lottery would include remaining seats. Once capacity is reached for each grade level, a waitlist is generated, and students are offered seats as they become available. We offer preferential enrollment to children of full-time employees, siblings or current or graduated students, students from our three articulating charter schools, and children or grandchildren of currently serving board members.

Once offered a seat, families are notified and are given a reasonable amount of time (generally two weeks) to accept or reject the offer. During the enrollment process, parents are required to submit documents and answer questions as required by school policy or state or federal law. This generally includes a birth certificate, immunization records or a waiver from the health department, as well as student information for

our student information system. Failure to complete registration fully results in a rejection of the enrollment offer and the students is removed from consideration and must reapply if they desire to attend. A copy of our enrollment policy can be accessed on our website at <https://www.iechs.org/forms-policies>.

Our application is electronic and we utilize a vendor to track application information, status, and run the lottery. The school assists families that are not comfortable utilizing the technology and the application is offered in English and Spanish. Our application can be located on our website at <https://www.iechs.org/apply-now>.



Market Analysis

Is there a market demand for the proposed increase?

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

Market demand: Provide the rationale for the requested increase. Also provide qualitative and quantitative data and information that supports the requested increase. This could include current enrollment trends, waitlist trends, population and development trends, capacity of surrounding public schools, and parent demand. Identify any potential challenges to the requested increase.

The IECHS Board has been discussing the potential of adding 9th grade for several years. This conversation is based on several factors: 1) Earlier Concurrent Offerings for Students, 2) The Early College Alliance Schools are primarily 9-12 or lower, 3) Enrollment Changes over the past few years, and 4) High Configuration Changes in the area. 1) By bringing students in at 9th grade, this allows students the chance to learn college ready skills in their first year of high school and allows us to begin the CE programming at the end of the 9th grade year, with full programming in the summer between 9th and 10th grade. This allows students an extra year to work toward their Associates Degree or Certificate of Completion. 2) Most of the ECA schools already serve students 9-12 or lower. Itineris has seen how a 9-12 configure can benefit a great deal more students and sooner. By allowing them the extra time and the college ready environment as they start high school solid habits and high expectations can be formed sooner. 3) As many schools have seen over the past few years, enrollment numbers have been on the decline. The Board and Admin team have analyzed these patterns. Although we bring students from existing families back year after year, a regular request is to start at 9th; this is a frequent reason parents say they did not choose us – their student started at the district school for 9th and continued into their boundary high school. 4) Many of our students come to us from the Granite School District, which has changed its high school configuration to 9-12. Additionally, Jordan's newest high school, Mountain Ridge, opened as a 9-12. One of the feeder charter schools, Navigator Point, recently eliminated 9th grade. We have articulation agreements in place with three schools which offer 9th grade and have met with them to communicate our plan and ensure we are not taking students from their schools at 9th grade. Current staffing is qualified and facilities are sufficient to bring on 9th grade students.



Charter Fidelity

Are the key elements and terms of the charter agreement being met?

X 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 expansion 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.

Goal 1: Itineris Early College High School students will have low-cost access to higher education.

Itineris offers concurrent enrollment in all areas required for the certificate of completion or Associates degree except for HLAC which is not approved as a concurrent enrollment course. Itineris has a special agreement to offer concurrent enrollment through SLCC in the summer taught by our faculty for \$5.00 per credit. Itineris pays for the textbook and materials for any course offered on our campus through concurrent enrollment. We have been able to offer low-cost access to higher education since we have been established in 2004.

Goal 2: Itineris Early College High School students will experience a seamless transition between high school and college.

Itineris spend the first ten years on the SLCC Jordan campus. When our lease was up, we moved into our own building just ½ mile away from the SLCC Jordan campus and our building was designed like a higher education institution. We have study areas, teacher shared office space for office hours, and do not have lockers or a gym. Students in college classes have scheduled aligned like the college and may have breaks in their schedule between courses to study. Students are provided resources and opportunities to apply for their colleges of choice after high school, and most attend a university or finish at SLCC and transfer to a university after Itineris. Students are taught on the same schedule using the same expectations and textbooks that they would have on SLCC campus. Their senior year, students can take courses on SLCC campuses depending on their designated path. This model ensures a seamless transition between high school and college.

Goal 3: Itineris Early College High School students will accumulate college credits by the successful completion of college level courses, starting with 50% of their schedule in concurrent enrollment when they begin and increasing the percentage each term.

Itineris currently begins in 10th grade and we spend the first half of the year developing good habits for the college courses. Sophomores can begin taking a concurrent enrollment course the second semester of their Sophomore year and/or the summer before their Junior year. Juniors take about 50% of their courses at the high school level and 50% at the college level. By Senior year, students take primarily college courses. The class of 2022 had 50% of our seniors graduating from SLCC with either an associate's degree or certificate of completion, and 95% had accessed college courses during their time at Itineris. Students have consistently obtained college credit while in high school since the school began.



Academic Success

Is the school academically successful?

X By checking this box, I certify the school is academically successful, provides educational services consistent with state law and board rule, administers statewide assessments consistent with state law and board 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 above listed things, the expansion cannot be approved.

Academic Data: Provide academic performance data for the last five years (or if there is 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.

For the 2020-21 school year, the Aspire Plus was administered to Sophomores as the State assessment. Our English Language Arts scores were 77% proficient compared to the State's 48%. Students that are English Language Learners and Hispanic students scored lower than the school average at 67% and 57% respectively. Our low SES students had a 75% proficiency, comparable to the school's 77% proficiency rate.

Our math proficiency was 51% compared to the State's 33%. Our low SES students, English Language Learners, and Hispanic students scored lower than the school's average at 27%, 0%, and 16% respectively. Our overall science proficiency was 60% compared to the State's 37%. Our low SES students, English Language Learners, and Hispanic students scored lower than the school's average at 46%, 33%, and 29% respectively.

Growth was not calculated for the 2020-21 school year report card since the 2019-20 testing did not take place due to the pandemic.

The ACT was administered to Juniors for the 2020-21 school year as a State assessment. We had 74% of our students score a composite of 18 or higher compared to 62% for the State. Students that are low SES had 44% score 18 or higher, 14% of English Language Learner students, and 56% of Hispanic students.

For the 2020-21 school year, 100% of our students took concurrent enrollment and/or advanced placement courses demonstrating college readiness. Comparatively, 100% of our low SES students and 100% Hispanic students took concurrent enrollment and/or advanced placement courses.

For our 2021 graduate cohort, we had a graduation rate of 97% compared to the State average of 88%. We had 100% of our Hispanic students and 93% of our low socioeconomic status Seniors graduate.

PARTICIPATION RATE: 90.8%



ACHIEVEMENT

| | |
|-----------------------|-------|
| English Language Arts | 76.7% |
| Mathematics | 51.2% |
| Science | 59.8% |



[View Details](#)



GROWTH

| | | |
|-----------------------|----|---|
| English Language Arts | ND | — |
| Mathematics | ND | — |
| Science | ND | — |
| Growth of Lowest 25% | ND | — |



ENGLISH LEARNER PROGRESS

| | |
|---------------------------------------|-------|
| English Learners' Adequate Progress | 18.2% |
| English Learners Reaching Proficiency | 0.0% |



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POSTSECONDARY READINESS

| | |
|------------------------|--------|
| ACT 18+ | 74.2% |
| 4-Year Graduation Rate | 97.3% |
| Readiness Coursework | 100.0% |



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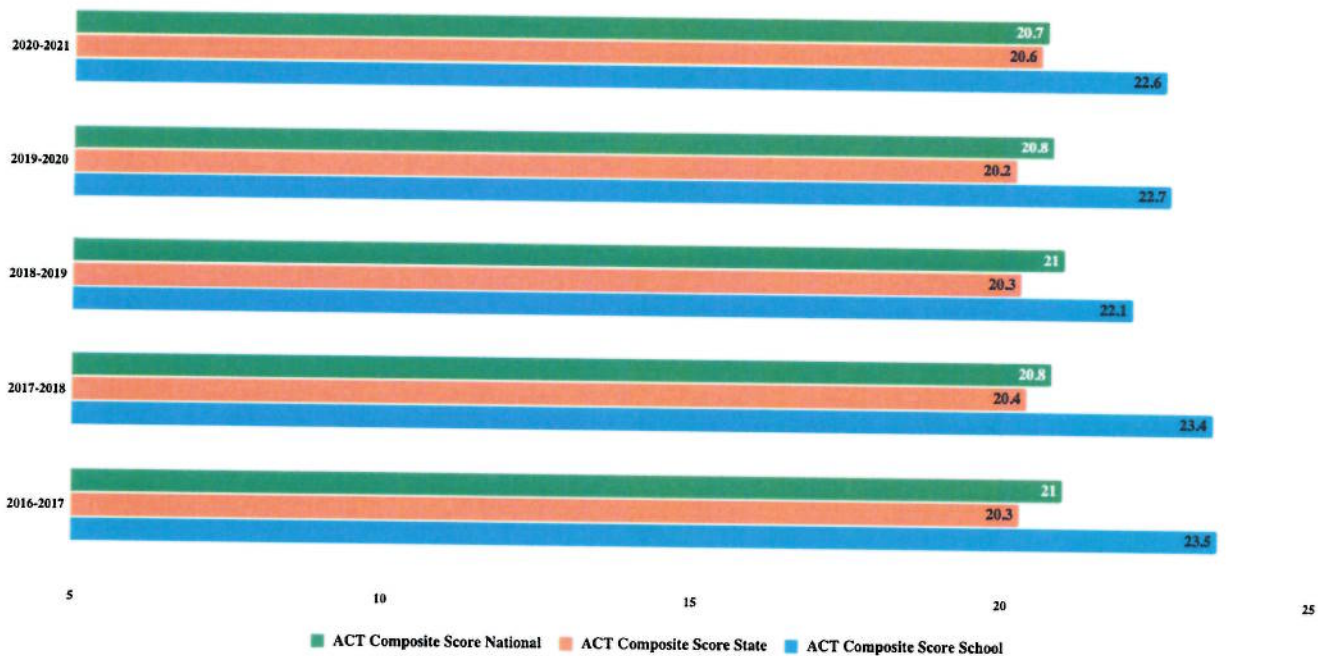
Itineris students have consistently outperformed the State and National students when looking at the ACT composite. Below is a chart for last 16 years.

| ACT Composite Score | | | |
|---------------------|-----------------------|------|------|
| | National State School | | |
| 2020-2021 | 20.7 | 20.6 | 22.6 |
| 2019-2020 | 20.8 | 20.2 | 22.7 |
| 2018-2019 | 21.0 | 20.3 | 22.1 |
| 2017-2018 | 20.8 | 20.4 | 23.4 |
| 2016-2017 | 21.0 | 20.3 | 23.5 |
| 2015-2016 | 20.8 | 20.2 | 23.3 |
| 2014-2015 | 21.0 | 20.2 | 23.6 |
| 2013-2014 | 20.9 | 20.8 | 23.3 |
| 2012-2013 | 21.1 | 20.7 | 23.4 |
| 2011-2012 | 21.1 | 20.7 | 23.3 |
| 2010-2011 | 21.0 | 21.8 | 24.3 |
| 2009-2010 | 21.3 | 21.8 | 23.6 |
| 2008-2009 | 21.2 | 21.8 | 23.2 |
| 2007-2008 | 21.1 | 21.8 | 22.8 |
| 2006-2007 | 21.2 | 21.7 | 22.1 |
| 2005-2006 | 20.9 | 21.7 | 23.8 |



Below is a chart for the last five years for ACT composite:

ACT Composite Scores 2016-2021



Educational Services: Describe how the school meets each of the requirements listed in R277-552-6

The Itineris school improvement plan for the current school year can be accessed here: [2020-21 School Improvement Plan](#).

Itineris addresses the needs of their special populations above and beyond the State requirements through additional personnel, course offerings, and support systems. Itineris has a licensed special education teacher/coordinator with approximately 65% of their salary and time spent supporting and teaching special needs students on an individualized education plan (IEP) including a directed studies course to provide additional support based on their IEP needs. That teacher is also endorsed in English as a second language and teaches ELD III/IV as well as ESL 1010 and 1020 at the college level to our English language learners. Finally, that teacher is also our 504 coordinator and works with students, parents, and teachers so appropriate accommodations are in place as needed.

In addition to this person, we also have a full time interventionist that teaches a class called Compass which focuses on health, well-being, and study habits as well as time to get tutoring and make-up credit for those at risk of not graduating.

Operational Success

Is the school operationally successful?

X 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 expansion cannot be approved.

Current and Planned Operations:

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

For the 2021-22 school year, 14% of educators hold a bachelor's degree, 76% a master's degree, and 10% a PhD. As we begin the 2021-22 school year, 19 of the 21 teachers have a professional license, with the remaining teachers having an associate license with a plan to move to the professional license. All school administrators hold their administrative license and a Master of Education degrees. Each newer teacher (within the first 3 years of teaching) is involved in a comprehensive induction program, is provided both a coach and a mentor, and is evaluated every year using the Utah Teaching Standards Observation tool as the instrument. Professional level teachers are evaluated every several years. Teachers set goals annually and measure the performance of those goals throughout the year. All students evaluate each teacher once a term for concurrent enrollment courses. Our teachers are all appropriately educated and licensed.

We have additional resources beyond the State's requirement for counseling. We have two full-time licensed counselors that both hold master's degrees and one half-time student support personnel that oversees our sophomore guidance needs, providing a 160:1 counseling ratio. In addition, we employ a school-based mental health therapist for 20-25 hours/week who provides individual and group therapy to those that demonstrate need, based on our counselor referral process.

Our third personnel that oversees sophomore guidance needs is earning their school counseling license through a grow your own counselor grant and we would transition that person to full time counseling to meet the needs of our students.

In addition, we anticipate adding up two more teachers to our staff to accommodate the different grade level requirements while continuing to provide concurrent enrollment courses that meet the general letter of completion requirements for Salt Lake Community College.

Governance: Provide a general overview of the school's governing board structure and operations. Provide data on meeting frequency and engagement. Describe what changes, if any, will need to be made to account for the proposed growth. If no changes will be

needed, explain why.

Our school board has seven voting members and one non-voting school representative along with the school administrators. Six of the voting members have had students attend Itineris and one is a representative of Salt Lake Community College. The Itineris Bylaws and Procedures can be accessed here: [Bylaws and Procedures](#). The board meets monthly for ten months of the year excluding December and July due to school closure. The bylaws allow for 7-9 members, one of which is a representative of Salt Lake Community College. We are reconfiguring grades without growth, so we do not anticipate any changes need to our school board structure or operations. In addition, Itineris has a School Community Council with current parents. We would extend an invitation for ninth grade parents to join school community council.

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.

Itineris has not had any student safety issues. We have very few discipline problems and students self-select to attend Itineris and most are interested in taking college ready or college courses so they prioritize academics. Our school doors remain locked during the school day and students use their Trax pass to allow themselves access to our building. We are applauded for both our physical safety aspects of our school as well as our emotional safety and support. Our focus is building trusting relationships with students and a culture of acceptance and inclusion.



Financial Viability

Is the school financially viable? Yes

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

Financial Viability: Describe the school's current financial position and how the expansion will impact the school's finances. Also describe how the board reviews financials, including the budget, restricted and unrestricted funds, and general financial health.

The school's financial position is strong with \$1,756,516.57 in unrestricted and \$214,576.43 in restricted funds. Adding 9th grade will further improve the school's financial position. The board reviews the financial report in detail every month during board meetings.

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> | | 19 | 20 | 21 | 22 |
| Unrestricted Days Cash | ≥ 30 | 45 | 111 | 138 | 164 |
| Debt to Asset Ratio | ≤ 1 | 1.03 | 1.05 | 1.1 | N/A |
| Current Ratio | ≥ 1 | 1.2 | 6.8 | 10.5 | 6.6 |
| Audit Findings | 0 | 0 | 0 | 0 | N/A |
| Change in Net Assets | Positive | 19,716 | -111,821 | 473,873 | 32,083 |
| | | | | | |

2019-2021 Debt to Assets Ratios - New building assets minus depreciation rarely keep up with debt principal payments which makes the value of the assets decrease at a faster rate than the bond balance.

2020 Change in Net Assets - Bond Refinance



Charter Facility

Will the school have adequate facilities for the proposed increase?

X By checking this box, I certify the school either currently has, or will obtain adequate facilities for the proposed increase. If the SCSB finds the school does not have or will not have adequate facilities, the expansion cannot be approved.

Facilities: Does this expansion of student enrollment require a new facility or a significant structural change to an existing facility?

X No (Complete Section A)

☐ Yes (Complete Section B)

Section A: Current Facilities: Describe the current facility size, capacity, and layout. Include information on number of classrooms, anticipated class sizes, and potential impact on traffic for the surrounding community.

Itineris has a 38,000 square foot building that was built in 2015. Our charter was changed to allow a maximum of 415 students, although our building can accommodate more than 415 if we were to increase class sizes. We have 15 classrooms, three of which are lab classrooms, and one is designed for art classes. We have a two-story building with 5 classrooms on the main floor along with the office and counseling center. Our café is on the main floor as well. The upstairs has 10 classrooms and a teacher work area. Our class average is 24 and we anticipate that remaining the same. At our highest enrollment, we had 420 students assigned courses in our building, so we do not anticipate having space issues as we are decreasing the number of students at each grade level to keep our enrollment at 415 students. In addition, about half of our Juniors and Seniors take classes on the SLCC campus across the street for a portion of their day. We have a small parking lot and do not allow tenth graders to drive to school so we anticipate a decrease in student drivers since our Junior and Senior classes will be smaller. All students are provided a Trax/bus pass as part of their registration, and we encourage students to use public transportation to get to school. Currently, at least half of our staff and students use public transportation to get to school. Our previous Sophomore class size was 150 and our combined Freshman and Sophomore class will 200-215, an increase of 50-65 students that do not have their own transportation. Drop off will be monitored on the East side of the building for those students that do not use public transportation and it has minimal impact on the surrounding area.

Section B: Facilities Plan for Expansion: Describe the planned facility size, capacity, and layout. Include information on number of classrooms, anticipated class sizes, and potential impact on traffic for the surrounding community. Also describe the timeline for completion of the facility and the financing requirements needed for this facility project.