State Charter School Board
Satellite Application

Applicant: Wallace Stegner Academy

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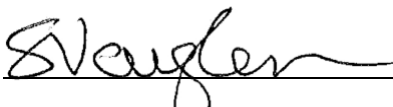
☒ By checking this box, the Applicant certifies that the school satisfies requirements of federal and state laws, regulations, and rules, including, but not limited to:

Requirement: *As per R277-552-7*	Evidence: *Note: include a link or page number if submitting as a packet.*
Title 53E, Chapter 9, Student Privacy and Data Protection	For information regarding WSA's compliance with the rules/laws governing student privacy and data protection, please click: HERE.
Title 53G, Chapter 7, Part 5, Student Fees	For information regarding WSA's compliance with the rules/laws governing student fees, please click: HERE.
Title 53G, Chapter 9, Part 7, Suicide Prevention	For information regarding WSA's compliance with the rules/laws governing suicide prevention, please click: HERE.
Title 53G, Chapter 8, Discipline and Safety	For information regarding WSA's compliance with the rules/laws governing student discipline and safety, please click: HERE.
Title 52, Chapter 4, Open and Public Meetings Act	For information regarding WSA's compliance with the Open and Public Meetings Act, please click: HERE.
Title 63G, Chapter 6a, Utah Procurement Code	For information regarding WSA's compliance with the Utah Procurement Code, please click: HERE.
the IDEA and Rule R277-750, with no unresolved audit exceptions	For information regarding WSA's compliance with IDEA and R277-750, please click: HERE.
Rule R277-113, Local Education Agency (LEA) Fiscal and Auditing Policies	For information regarding WSA's fiscal and auditing policies, please click: HERE.
Section 53G-9-207, Child Sexual Abuse Prevention	For information regarding WSA's compliance with the rules/laws governing sexual abuse prevention, please click: HERE.
Subsection 63G-7-301(3) and Rule R277-322, Code of Conduct	For information regarding WSA's compliance with 63G-7-301(3) and R277-322, please click: HERE.
Subsection 53G-5-404 (4), Program Accounting	For information regarding WSA's compliance with the program accounting requirements contained in 53G-5-404(4), please click: HERE.

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

Requirement: *As per R277-552-7*	Evidence: *Note: include a link or page number if submitting as a packet.*
The request is consistent with the charter school's Charter Agreement.	This request for a satellite school is consistent with Wallace Stegner Academy's charter and charter agreement. However, this satellite application includes a request to expand WSA's grade levels to include grades 9-12.
Met all academic goals in the Charter Agreement.	See below, p.10 Charter Fidelity.
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.)	As outlined on pp. 11-12 below, Wallace Stegner Academy's Salt Lake and West Valley campuses both exceeded the average student performance of their respective nearby schools on statewide assessments.
Financial statements report revenues in excess of expenditures for at least three of the last four fiscal years.	In each of the past four years, Wallace Stegner Academy reported revenues in excess of expenditures.
Maintained a net lease adjusted debt burden ratio of under 25% for each of the last three years.	In each of the past three years, Wallace Stegner Academy has maintained a net lease adjusted debt burden ration of under 25%.
If the proposed Satellite will receive School LAND Trust funds, the school must have a charter trust land council.	Wallace Stegner Academy receives School LAND Trust funds and has a charter trust land council.

SVaughan _____   ___11/1/2022___

Sarah Vaughan, Board Chair   Date

School Entity Information:

Name of Sponsoring School: Wallace Stegner Academy

Name of School Administrator: Anthony Sudweeks, Adam Gerlach

Name of Satellite School: Wallace Stegner Academy, (Name TBD)

Campus. (*Campus name to reflect final location's community*).

Local School District: Granite School District, Salt Lake School District.

To whom and when this application submitted to the local district: Granite School District: Steve Hogan via email; Salt Lake School District: Alan Kearsley, Paul Schulte, and Dr. Martin Bates via email.

Governing Board Information

Name	Position	Years on Governing Board	Charter Affiliations (past and present)
Sarah Vaughan	Board President	8 Years	WSA
Antonio Furano	Treasurer	1 Year	WSA
Jeremy Schow	Secretary	8 Years	WSA
Reed Farnsworth	Board Member	8 Years	WSA
Frank Magaña	Board member	7 Years	WSA

Rationale for Satellite School Request: Wallace Stegner Academy ("WSA") has two campuses in Salt Lake County. Our first campus opened in the fall of 2016 in Salt Lake City. Our second campus opened in the fall of 2021 in West Valley City. Both campuses were strategically located in areas that would help us meet our primary objective: *to serve the specific needs of students who are at risk of academic failure*. These students are often economically disadvantaged, language minority, and multicultural students that lack opportunities to take advantage of better public education options. Many of these students are years behind their peers academically, which prevents them from accessing curriculum and connecting to an academic school culture in a meaningful way.

At WSA, we have spent years of deliberate focus on building a team of educational leaders that is capable of expanding our model into new communities that desperately need public education options. After our first three operational years, we submitted a satellite school request for a West Valley satellite campus. Due to the educational needs of students in that target area and the success of our Salt Lake City campus, our request for a satellite was approved. Our team immediately began preparations to expand the reach of our program to students in this new community, and as noted below, we have experienced wonderful success at the West Valley campus.

While our primary objective is to serve the specific needs of students who are at risk of academic failure, our secondary objective is to close the achievement gap for as many students as possible and to prepare our students for their future careers as high school students, university students, and beyond. Accordingly, we

have continued to develop our team of educational leaders in an effort to expand Wallace Stegner Academy's program to include more students in a new community while simultaneously providing a high school path for students at our existing campuses. Our governing board and administrative leadership have deliberated on our mission and our vision, as well as our collective capacity, timelines, financial impacts, potential risks, and the benefits of growing WSA's program. We have determined that the best way to serve more students in our community as well as improve the secondary school options for our existing students is to request a satellite school that will serve grades K-12. This will allow the success of our current students to continue through high school and provide a substantive choice in public education for students in the target area.

Required Exhibits:
- Minutes of the meeting wherein the governing board authorized this application for a satellite school can be viewed by clicking on the following link: HERE.
- A copy of Wallace Stegner Academy's bylaws can be viewed by clicking on the following link: 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-12
Projected Maximum Enrollment: 1,290

Grades and Specific Number of Students Served by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SY25	90	60	60	60	60	60	60	30	30	90	0	0	0	600
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SY26	90	90	60	60	60	60	60	60	30	120	90	0	0	780
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SY27	90	90	90	60	60	60	60	60	60	120	120	90	0	960
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SY28	90	90	90	90	60	60	60	60	60	150	120	120	90	1140
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SY29	90	90	90	90	90	60	60	60	60	150	150	120	120	1230
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SY30	90	90	90	90	90	90	60	60	60	150	150	150	120	1290

Required Attachment:
A description of the target population as well as enrollment practices and timelines can be viewed by clicking: HERE.

Market Analysis

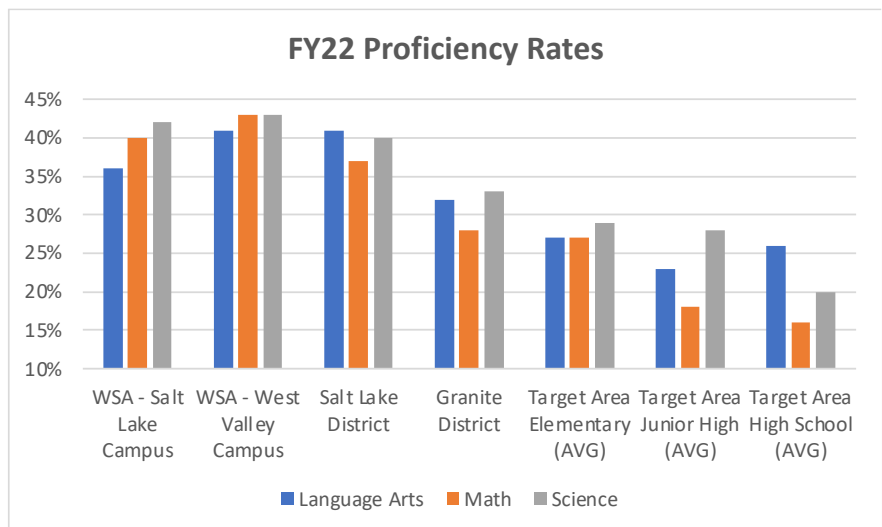☒ By checking this box, I certify there is a market demand for the proposed Satellite.

Target Area Description

The target area is defined as West Valley City, Kearns, Taylorsville and Salt Lake City west of I-15. This area falls within the boundaries of both Granite School District and Salt Lake School District. The analysis includes 45 elementary schools, 10 junior high schools, and 5 high schools that reside within Salt Lake and Granite districts.[1] Over 40,000 students attend K-12 district schools throughout the target area. According to the USBE's 2021-2022 *Fall Enrollment by Demographics and Grade Levels* report, 67% of students residing in the target area are racial/ethnic minorities, 60% are economically disadvantaged, and 31% are English Learners. While some of this information is presented in the description of our target area above, these demographics provide context to a discussion of population growth and development in area.

According to ArcGIS data, the target area contains minimal housing projects that are planned, under construction, or recently completed.[2] According to US Census estimates from the period of April 1, 2020 to July 1, 2021, population in the target area experienced a slight decline.[3] In short, we are not targeting a community that is experiencing overcrowded classrooms due to increased housing developments or population growth. Our target area and targeted demographic profile consists of a student population that has disproportionately high enrollment rates of students that are economically disadvantaged, language minority, and multicultural students.

Educational Environment

As noted earlier in this application, the target area's student demographic profile closely resembles that of WSA's current enrollment which can be characterized by higher-than-average percentages of ethnic/racial minority students, economically disadvantaged students and EL students. While there are differences between the demographic profiles of the target area schools and their corresponding districts, at Wallace

FY22 Proficiency Rates — Bar chart comparing Language Arts, Math, and Science proficiency rates across WSA - Salt Lake Campus, WSA - West Valley Campus, Salt Lake District, Granite District, Target Area Elementary (AVG), Target Area Junior High (AVG), and Target Area High School (AVG).

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[1] Data from the target area schools listed below was used for the analysis contained in this section. *Elementary schools*: Academy Park, Arcadia, Beehive, Bennion, Smith, Gourley, Diamond Ridge, Fox Hills, Granger, Truman, Hillsdale, Hillside, Hunter, Jackling, Bridger, Fremont, Monroe, Armstrong, Walker, Farnsworth, Pioneer, Plymouth, Redwood, Frost, Rolling Meadows, Silver Hills, South Kearns, Stansbury, Taylorsville, Bacchus, Vista, West Kearns, West Valley, Western Hills, Whittier, Backman, Edison, Franklin, Jackson, Meadowlark, Newman, North Star, Parkview, Riley, and Rose Park; *Junior High schools*: Bennion, Hunter, Kennedy, Kearns, Matheson, Jefferson, Valley, West Lake, Glendale, and Northwest; *High Schools*: Granger, Hunter, Kearns, Taylorsville, and West.

[2] See, *Future Housing Projects for the Wasatch Front and St. George, Utah, Q2 2022*. Created: Aug 3, 2022, https://www.arcgis.com/home/item.html?id=762feb4c50664854a50c93d88df1f9e3.

[3] See, US Census Data, *Population, percent change - April 1, 2020 (estimates base) to July 1, 2021*, (V2021) https://www.census.gov/quickfacts/fact/map/saltlakecountyutah,UT/PST120221

Stegner Academy, we focus on the disparity that exists between the proficiency rates of these schools and their district counterparts.

The chart on the previous page illustrates the achievement gap that exists among schools in the target area. On average, the districts outperform these schools by 12 percentage points in Language Arts, 13 percentage points in Math, and 11 percentage points in Science. As students progress to junior high and high school, proficiency rates trend downward. Moreover, the graduation rates at the five district high schools in the target area place all of them in the bottom 25% of all high schools in the state of Utah.[4] Notwithstanding the demographic similarities that exist between WSA and the target area schools, WSA outperforms the districts' averages by 1 percentage point in Language Arts, 8 percentage points in Math, and 5 percentage points in Science.

A comparison of proficiency data to our closest surrounding schools further emphasizes the improved learning outcomes at WSA. The table on the right compares each WSA campus to the ten closest surrounding schools.[5] WSA's Salt Lake campus outperformed its surrounding schools' average proficiency by 12 percentage points in Language Arts, 16 percentage points in Math, and 18 percentage points in Science. WSA's West Valley campus outperformed its surrounding schools' average proficiency by 11 percentage points in Language Arts, 14 percentage points in Math, and 9 percentage points in Science. After opening two campuses in locations where student proficiency fell far below district and state averages, we believe we have a proven methodology to meet the needs of students that enroll at the satellite school and to close the achievement gap that currently exists.

FY22 Proficiency Rates
Surrounding Schools Comparison
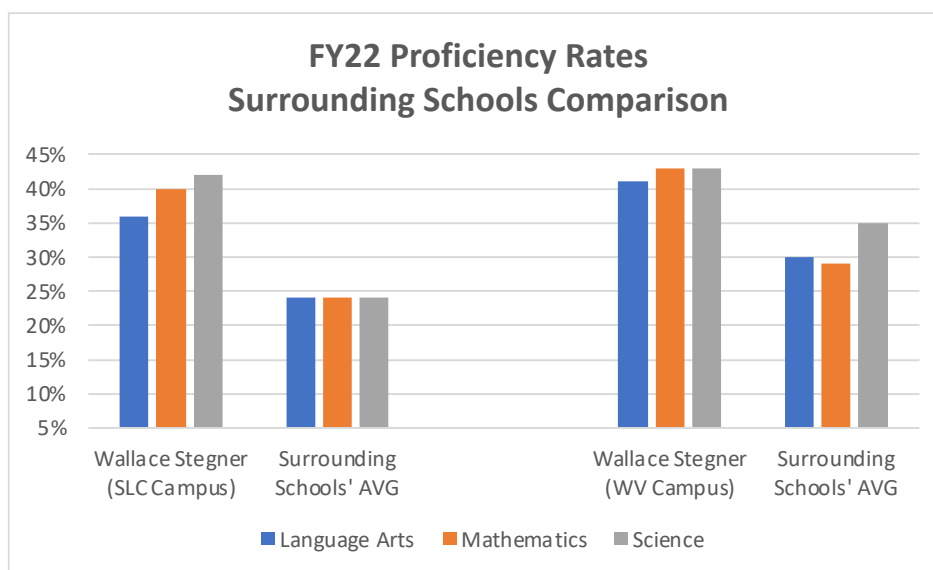
Community Outreach, Marketing & Enrollment
All parents want a great education for their children regardless of their economic status or any other status. Parents want their children to be treated as capable individuals, and they want their children to have the greatest chance to succeed in life. Parents in our community know that WSA's educational program will provide their students with these opportunities. Families come to WSA because we have a demonstrable and successful record for providing: direct instruction; data-driven instruction; ability based Math, Reading, and Language Arts classes for all students; character development curriculum; and explicit Academic English Language classes for English Language Learners. No schools in the target area offer this wide range of methods designed specifically around the needs of the students.

The target area represents a community we know well, and we have served students throughout the area for the past five years. One of the greatest indicators of our ability to effectively market to a broad cross-

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[4] See, USBE report, *Historical Graduation Rates 2008-2021*, https://www.schools.utah.gov/data/reports?mid=1424&tid=5
[5] Schools used for the surrounding school proficiency analysis include the following: Parkview, Franklin, Mountainview, Edison, Glendale, Riley, Meadowlark, Dual Immersion, Endeavor, Mana, West Valley, Wright, Valley Crest, Armstrong, Whittier, Hunter Jr., Matheson, Esperanza, Entheos, and Monticello.

section of families and prospective students in the area is our experience planning and opening our other campuses. As noted in the target population description above, WSA serves a diverse student population, of which, 79% are racial/ethnic minorities, 66% are economically disadvantaged, and 27% are English Language Learners. From the beginning, notifying members of our community about the enrollment opportunities available at WSA has been a high priority for our board, and our enrollment goals have been tied directly to our administrators' yearly evaluations. As a result, our board and administrators have worked together to establish and achieve our enrollment goals every year since our opening, and we will continue this approach with the satellite school.

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.

Note: Exhibit A to WSA's Charter Agreement contains two metrics that WSA has not met. Specifically, Exhibit A contains reference to an outdated federal accountability standard as well as an English Language Proficiency goal that measures the percentage of students who test out of the ESL program within five years of continuous enrollment as measured by WIDA. Inasmuch as one measure is outdated and the other has not proven to be an effective/practical measure of EL student outcomes, we requested an amendment to our Exhibit A. We are working with SCSB staff to finalize the amendment language to include goals that include more relevant/practical measures.

Key Elements. The following Key Elements are contained and set forth in Exhibit A to Wallace Stegner Academy's Charter Agreement dated July 14, 2016.

⊠ WSA maintains a large enough student population to offer all programmatic elements listed in the approved application.

⊠ WSA provides data-driven instruction modeled after Uncommon Schools.

⊠ WSA's curriculum is developed around measurable goals and includes formative and summative assessments.

⊠ WSA provides scaffolded instruction, defined as lessons designed around the concept that all learning objectives will be taught in a spiral pattern.

⊠ WSA provides ability-based mathematics, reading, and English language arts program.

⊠ WSA emphasizes a strong factual knowledge base for all students.

⊠ Reading programs are phonics-based at first, and later focus on the development of comprehension strategies and metacognition.

⊠ Academic vocabulary is fostered in every classroom and in every grade.

⊠ Students at WSA study American, European, African, and South American history.

⊠ Direct Instruction is provided in all grades.

☒ Character development curriculum is provided in all grades.

☒ WSA targets economically disadvantaged minority English Language Learners.

☒ WSA does not offer online or distance education, as defined in the SCSB 2016-2017 application.

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.

Academic Data

Our commitment to closing the achievement gap has resulted in wonderful academic growth for students at our school. The table on the right compares each WSA campus to the ten closest surrounding schools.[6] WSA's Salt Lake campus outperformed its surrounding schools' average proficiency by 12 percentage points in Language Arts, 16 percentage points in Math, and 18 percentage points in Science. WSA's West Valley campus outperformed its surrounding schools' average proficiency by 11 percentage points in Language Arts, 14 percentage points in Math, and 9 percentage points in Science.

The tables below and to the right contain proficiency data for the past five years as well as FY22 disaggregated data by subgroup.

FY22 Proficiency Rates Surrounding Schools Comparison
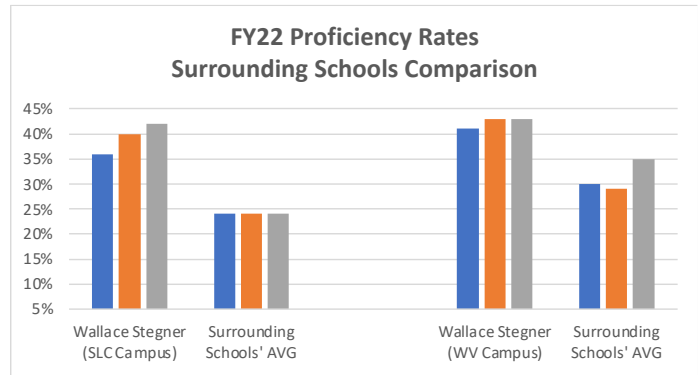
Student Proficiency Results - WSA West Valley by Demographic Group			
Demographic Categories	**Language Arts % Prof**	**Mathematics % Prof**	**Science % Prof**
All Students	41.4%	43%	43%
African American	N<10	N<10	N<10
American Indian	N<10	N<10	N<10
Asian	≥80%	70%-79%	70%-79%
Caucasian	52.0%	59%	58%
Hispanic	35.1%	35%	32%
Multiple Races	60%-69%	N<10	N<10
Pacific Islander	21%-29%	50%-59%	50%-59%
Female	42.9%	38%	44%
Male	39.7%	48%	41%
Economically Disadvantaged	32.8%	38%	35%
Limited English Proficiency	30.7%	30%	33%
Students with Disabilities	24.4%	21%	20%-29%
Mobile	40%-49%	20%-29%	30%-39%

Student Proficiency Results - WSA Salt Lake City by Demographic Group			
Demographic Categories	**Language Arts % Prof**	**Mathematics % Prof**	**Science % Prof**
All Students	36%	40%	42%
African American	50%-59%	40%-49%	60%-69%
American Indian	N<10	N<10	N<10
Asian	N<10	N<10	N<10
Caucasian	52%	54%	57%
Hispanic	30%	34%	35%
Multiple Races	40%-49%	50%-59%	N<10
Pacific Islander	30%	37%	37%
Female	38%	39%	39%
Male	34%	41%	45%
Economically Disadvantaged	34%	38%	38%
Limited English Proficiency	24%	33%	37%
Students with Disabilities	7%	≤5%	12%
Mobile	20%-29%	30%-39%	30%-39%

WSA LEA 5-Yr Proficiency			
	Language Arts	**Math**	**Science**
FY22	38%	41%	42%
FY21	36%	35%	41%
FY20	n/a	n/a	n/a
FY19	44%	49%	44%
FY18	41%	46%	43%

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[6] Schools used for the surrounding school proficiency analysis include the following: Parkview, Franklin, Mountainview, Edison, Glendale, Riley, Meadowlark, Dual Immersion, Endeavor, Mana, West Valley, Wright, Valley Crest, Armstrong, Whittier, Hunter Jr., Matheson, Esperanza, Entheos, and Monticello.

Educational Services

Utah Admin. R277-552-6 outlines over 25 separate and distinct requirements that must be met by charter schools seeking an expansion/satellite. Each of the requirements contained in R277-552-6(2) are addressed in the *Assurances* section at the beginning of this application.

Utah Admin. R277-552-6(4) contains additional requirements that are not contained in the *Assurances* section or other section of this application; each of these additional requirements is addressed below:

- *Provision of Educational Services Consistent with State law/rule.* As indicated throughout this application, there are a host of rules and laws that govern the educational services provided at WSA. Our board and/or executive directors closely monitor and update our policies, ensure appropriate staff/board trainings are conducted, and perform classroom observations throughout the year to ensure the operation and delivery of our program remains in compliance.

- *Capacity to Administer Statewide Assessments*. WSA's administration has over 5 years of experience with the coordination and proctoring of statewide assessments in accordance with applicable law.

- *Special Populations*. WSA provide evidence-based instruction for special populations as required by state and federal law.

- *Re-Enrollment Rate ≥ 80%*. WSA has a 85% retention rate for students.

- *Resolution of Student Safety Issues*. WSA has no unresolved student safety issues.

- *Financial Viability*. A review of the following financial reports accurately reflects WSA's financial viability. To view a report, please click on the corresponding link: AFR, APR and FY21 Financial Statements.

Philosophical Approach

As noted throughout this application, our primary goal is to serve the specific needs of students who are at risk of academic failure. These students are often economically disadvantaged, language minority, and multicultural students that lack opportunities to take advantage of better public education options. Many of these students are years behind their peers academically, which prevents them from accessing curriculum and connecting to an academic school culture in a meaningful way. At WSA, we work to close the academic achievement gap through research-based, systematic, direct instruction in an environment that fosters both academic and personal growth for our students.

After six operational years, our approach to closing the academic achievement gap has resulted in improved student achievement at both campuses. As noted above, WSA's Salt Lake and West Valley campuses both outperform their neighboring schools.

Program of Instruction

Wallace Stegner Academy utilizes a systematically designed curriculum and research-proven methodologies that meet the specific needs of our individual students. These methodologies include data-driven instruction, direct instruction, ability-based math classes, ability-based reading classes,

English language classes for students who speak a language other than English at home, and ability-based language arts classes. All methodologies are designed to give students what they need most, which is a deep understanding of subject matter, academic English, identity, power, confidence, and determination.

Instructional methodologies are followed by our team of committed teachers, administrators, and support staff. At WSA, we work to empower our teachers with the necessary tools to accelerate students to grade level by the delivery of scaffolded, direct instruction based on the belief that curriculum should include a gradual release of responsibility from teacher to student. Our teachers are truly engaged in developing their ability to make appropriate instructional changes based on student data. Their commitment and our continuous focus on professional development drive our teachers' ability to maintain rigorous standards, write re-teaching action plans, and foster student learning.

Wallace Stegner Academy's administrators are responsible for developing the talent of the teachers through hands-on training, demonstrations, frequent and informal evaluations, and regular feedback. Peer coaching is facilitated by scheduled sessions in which teachers can leave their classrooms to observe other teachers. These observation opportunities have proven to be beneficial for both the observing teacher and the teacher being observed. Our consistent focus on improving teaching skills has had a significant impact on our ability to close the achievement gap for WSA's students.

Special Populations
Special Education is an integral part of the total educational program at WSA. Our teachers work diligently to meet the IEP goals of all special education students. Both regular and special education teachers play a role in meeting the needs of children with exceptionalities. Teachers at the new school will create accommodated learning opportunities with the assistance of special education staff. WSA has created and will maintain a total educational environment suitable for all children, and in the least restrictive setting for students with special needs. WSA's special education service are provided by qualified staff and related service providers in small groups, one-on-one and in the classroom. It is WSA's belief that special needs children should spend only as much time out of the regular class setting as is necessary to meet the specific learning goals that require a variety of different instructional models. WSA will ensure that a continuum of placements, ranging from the classroom to alternate placement, is available to meet the needs of our special education students. To view the past three years of RDA Letters, click on the following links: 2020, 2021, 2022.

High School Graduation
Required High School Course Offerings by Grade:

	9th Grade	10th Grade	11th Grade	12th Grade
ELA	Pre-AP English 1	Pre-AP English 2	AP Language Arts and Composition	AP Literature and Composition
Math	Math Secondary 1 + Advanced Geometry	Math Secondary 2 + Advanced Algebra 2	Math Secondary 3 + Advanced Pre-Calculus	AP Statistics Or Ap Calculus AB
Science	Pre-AP Biology	Pre-AP Chemistry	AP Biology	AP Environmental Science
Social Studies	AP Human Geography	AP World History	AP US History	AP Microeconomics

Fine Arts	Digital Photography	Art History	ACT Prep	
CTE	CTE (.5)	CTE (.5)	Financial Literacy (.5)	
Physical Education	PE/ Health (.5)	PE/Health (.5)	PE/Health (.5)	PE/Health (.5)

ELA

Pre-AP English 1 and 2

In grades 9 and 10, students will take Pre-AP courses 1 and 2. The Pre-AP English areas of focus are vertically aligned to the practices embedded in high school and college English courses, including AP. This gives students multiple opportunities to prioritize and strengthen key literacy skills throughout their course of study.

- *Reading closely*: Students read closely and analyze a range of complex literary and informational texts.
- *Valuing evidence*: Students evaluate textual evidence and incorporate it effectively in writing and speaking.
- *Noticing language choices*: Students understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners.

AP Language Arts and Composition

In 11th grade, students will take AP Language Arts and Composition where they will learn about the elements of argument and composition as they develop critical-reading and writing skills. Students read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade readers of something.

AP Literature and Composition

In the 12th grade, students will take AP English Literature and Composition which is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

Math

WSA students participate in two periods of math in grades 7-12. In high school, they'll have one period in which they devote all of their time to learning the state standards described in the Secondary Math classes 1 through 3. In their other period, they'll spend time preparing for college level courses beginning with algebra 1 in 8th grade and ending with AP Statistics or AP Calculus in 12th grade. All WSA high school students will take AP classes in math, science, language arts, and social studies.

9th Grade:

Advanced Geometry

Students in Advanced Geometry will learn to describe and apply the properties of similar and congruent figures, to apply the Pythagorean Theorem, to understand angles, to compare parallel and perpendicular lines, to explore compass and straightedge constructions in the context of geometric theorems, and to use a variety of techniques of proof.

Secondary Math 1
Secondary Math 1 students will learn the following skills:

- Solve, analyze, and graph systems of linear equations and inequalities.
- Define and classify angles and perform calculations based on angle measurement.
- Solve, analyze, and graph linear equations and functions.
- Use mathematical reasoning to prove and analyze conjectures, postulates and theorems.
- Prove properties of parallel lines.
- Find sums of arithmetic and geometric series.
- Solve, analyze, and graph equations and inequalities.
- Define congruent and similar triangles and use properties of congruency and similarity to analyze triangles.
- Perform geometric transformations and analyses on similar figures, and calculate the midpoint, length, and slope of lines using the coordinate plane.
- Apply properties of exponents and powers to simplify and evaluate equations and functions.
- Explain properties of quadratic and polynomial functions, graph quadratics; use the quadratic formula to solve quadratic functions.

10th Grade:
Advanced Algebra 2
Algebra 2 guides students through linear equations, inequalities, graphs, matrices, polynomials and radical expressions, quadratic equations, functions, exponential and logarithmic expressions, sequences and series, probability, and trigonometry.

Secondary Math 2
Students will spend one period per day in this is a USBE required integrated math course in which students will learn the following topics:

- Quadratic Equations
- Polynomial Functions
- Right Triangle Trigonometry
- Properties of Circles
- Calculations for Circles
- Conics
- Probability and Statistics
- Geometric Solids
- Linear Relations and Functions
- Exponents and Powers
- Triangles
- Polygons
- Quadrilaterals
- Similarity
- Radical Expressions
- Quadratic Functions: A Special Kind of Polynomial
- Perimeter and Area

11th Grade:
Advanced Pre-Calculus
Students in Advanced Pre-Calculus will spend their time learning the following concepts:
- Functions and Modeling
- Trigonometry
- Analytic Trigonometry
- Complex Numbers and Polar Coordinates
- Vectors
- Matrices
- Systems and Matrices
- Analytic Geometry
- Sequences and Series
- Limits

Secondary Math 3
Students will spend one period per day in this is a USBE required integrated math course in which students will learn the following topics:

- Inequalities and More Linear Functions
- Solving Problems Using Algebra and Geometry
- Radical Expressions and Simple Radical Equations
- Equations and Inequalities
- Linear Relations and Functions
- Polynomial Functions Other Than Quadratics
- Rational Functions
- Systems of Equations and Inequalities
- Matrices

- Polynomials
- Coordinate Geometry
- Geometric Solids
- Conics
- Polynomial Functions
- Rational Polynomial Expressions
- Quadratic Equations
- Exponential and Logarithmic Functions
- Sequences and Series
- Probability and Statistics
- Trigonometric Functions

12th Grade:
AP Statistics
AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

AP Calculus AB
AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

Science
Pre-AP Biology
Biology is the study of living organisms, their origins, how they survive, reproduce, change over time, and interact with each other and their environments. The Pre-AP Biology curriculum is an introductory course taught in two semesters of 9th grade. The Pre-AP course places a higher priority on developing critical thinking skills by examining real world problems.

Pre-AP Chemistry
In Pre-AP Chemistry, students develop a deep conceptual understanding of matter and energy at the molecular level as they learn to explain their macroscopic observations using particulate-level reasoning. As students engage in grade-level content, they utilize scientific reasoning skills needed to analyze the natural world—and to succeed in future science and social science courses in high school and college.

AP Biology
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

AP Environmental Science
Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.

Physical Education

Health
In 9th grade, students will take a health course that includes topics such as:
- Emotional and mental health
- Nutrition and exercise
- Healthy relationships
- Personal health and safety
- Disease prevention
- Human growth and development
- Alcohol, tobacco, and drug use
- Treating and preventing common injuries
- Preparing for emergencies
- Protection against violence

Fitness for Life
In 11th grade, students will take the Fitness for Life course in which the following subjects will be introduced:

- Overall wellness
- Emotional wellness
- Attitudes and behaviors for successful living
- Functional fitness
- Cardio fitness
- Flexibility
- Resistance training
- Training programs
- Food choices
- Healthy weight and appetite

WSA Runs
WSA students will learn how to build a healthy fitness routine in a course called "WSA Runs". In this course students will learn how to:

- Develop a running routine
- Design an effective training schedule
- Build endurance and grit
- Design a nutrition plan
- Participate in a 5k

Fine Arts

Digital Photography

Students will learn the basics of photography such as lighting, framing, and subject, and they'll also l earn the tools digital photography such as photo editing using Adobe Photoshop.

Art History

This course introduces students to the major periods, issues, and methodologies in the field of art history. While learning to analyze visually works of sculpture, painting, and architecture, students will also examine the changing functions of artworks, and the changing role of the artist throughout selected periods in history.

CTE

Introduction to Information Technology

Students will complete assignments and projects in IT careers, digital media, hardware & operating systems, communications & networks, software development, databases, and new & emerging technologies.

Exploring Computer Science

Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. The course focuses on the conceptual ideas of computing and helps students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational thinking practices of algorithm development, problem solving, and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as artificial intelligence, web development, programming, and physical computing.

Financial Literacy

The Financial Literacy course encompasses standards that are essential to the development of basic financial literacy. Students will gain the information and skills to implement a life-long plan for financial success.

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.

Administration & Staffing

The administration and staffing plan at the satellite campus will resemble the organizational structure of our existing program. With a maximum first year enrollment of 600 students, we anticipate hiring the following: (1) Principal, (1) Vice Principal, (21) teachers (which includes classroom and specialist teachers), (13) teaching assistants, and (2) office secretaries. In addition, our current co-directors, Anthony Sudweeks and Adam Gerlach, will serve as the LEA's director of academics and director of operations respectively.

Governance

The governing board and the school's leadership team recognize that sound governance and administration are critical for the success of the satellite school. From a governance standpoint, good leadership requires a commitment to WSA's mission, vision and methodologies. WSA's board of directors has a longstanding history of effective governance and support for the school's executive leadership team. Four of the five members of our current board of directors served on the board during our planning, start up and initial years of operations. We have been through this process, and we have gained valuable experience as we learned from our mistakes and worked to improve our capacity as a governing board. Our executive directors have been discussing the need to expand WSA for the past year. After several informal discussions, our board formally took up the issue and voiced unanimous support for this satellite application.

Our governing board and executive directors generally meet 8-10 times per year. We place a high priority on these meetings and work to utilize each other's strengths in a collective effort to make effective and informed decisions on behalf of the school. Each year, our board deliberates on the goals and measures that will be used to evaluate our executive directors, and our executive directors report on progress towards these goals in their board reports throughout the year. Our board also utilizes its meetings to review, amend or adopt policies that are required by law or best practice. This ensures that the operational procedures governing administration of school remain in compliance with law and board rule.

Student Safety: WSA has no unresolved student safety issues.

School Calendar: WSA utilizes a standard school-year calendar. The anticipated start date of the satellite school will be mid-August 2024.

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.

Financial Viability

Our governing board and executive leaders have closely monitored WSA's financial resources from the beginning. Our Executive Directors, business manager and board financial coordinator receive monthly financial reports and meet to discuss the budget and to plan for future needs of our school. Our board also receives monthly financial statements and a financial report at each meeting to ensure we remain informed on WSA's short- and long-term financial position. As we have reviewed the financial impact of the satellite school, we recognize that the first operational year is always accompanied by a significant allocation of the school's resources. However, the satellite school's financial position grows stronger and stronger each year of operation. The information below includes WSA's financial data compared to CSAF metrics as well as budgets with/without the satellite school.

Financial Data:

Metric	Standard	3 Prior FY	2 Prior FY	Prior FY	Current YTD
Fiscal Year or Month Used		Jun-20	Jun-21	Jun-22	9/30/2022
Unrestricted Days Cash	≥ 30	102 days	143 days	71 days (new campus)	113 days
Debt to Asset Ratio	≤ 1	0.936	0.877	0.949	n/a
Current Ratio	≥ 1	9.21	6.14	7.22	135.48
Audit Findings	0	One finding: Budget Over. Due to extinguishment of Capital Lease (non-cash)	0	0 – (Anticipated)	N/A
Change in Net Assets	Positive	Positive	Positive	Positive	Positive

Wallace Stegner Academy - Existing and Satellite Campuses
6 Year Proforma - 5 Years with All 3 Campuses in Operation

	Historical				Current Year	Budget						
Enrollment	655	643	614	1218	1295	1345	1950	2130	2310	2490	2580
Fiscal year	2017	2018	2019	2022	2023	2024	2025	2026	2027	2028	2029
Revenue and Support											
Local	$132,273	$128,200	$126,565	$142,748	$20,000	$20,600	$41,218	$42,455	$43,304	$44,170	$45,053
State	$3,981,522	$4,299,193	$4,378,108	$9,830,160	$10,920,479	$11,682,383	$17,445,186	$19,627,130	$21,711,433	$23,871,257	$25,228,736
Federal	$150,026	$142,450	$149,405	$2,187,265	$974,724	$917,562	$1,398,602	$1,579,610	$1,753,033	$1,932,762	$2,045,197
Capital Lease Proceeds				$14,328,986							
Face Amount of Bonds Sold				$19,240,000							
Total Rever	$4,263,821	$4,569,843	$4,654,078	$45,729,159	$11,915,203	$12,620,545	$18,885,006	$21,249,195	$23,507,770	$25,848,188	$27,318,986
Expenses											
Instruction	$1,991,089	$2,221,825	$2,147,806	$4,997,564	$5,373,756	$5,534,969	$7,959,018	$8,751,338	$9,533,558	$10,380,875	$10,831,592
0121 - Salaries - Principals and Assistants				$592,065	$865,228	$891,185	$1,237,920	$1,275,058	$1,300,559	$1,385,816	$1,452,632
0131 - Salaries - Teachers				$3,382,251	$3,393,618	$3,495,427	$4,860,289	$5,378,098	$5,869,660	$6,383,053	$6,714,714
0142 - Salaries - Guidance Personnel				$57,200	$62,000	$63,860	$140,776	$167,749	$189,104	$220,486	$224,896
0143 - Salaries - Health Services Personnel				$6,814	$60,000	$61,800	$103,654	$115,564	$126,875	$143,212	$146,077
0152 - Salaries - Secretarial and Clerical Pers				$220,025	$188,882	$194,548	$295,385	$304,246	$350,524	$357,535	$364,686
0161 - Salaries - Teacher Aides and Para-Pro				$739,209	$804,028	$828,149	$1,320,993	$1,510,623	$1,696,836	$1,890,772	$1,928,588
Employee I	$541,712	$586,705	$558,695	$1,383,186	$1,454,844	$1,498,489	$2,319,342	$2,615,637	$2,878,352	$3,174,360	$3,326,122
0220 - Social Security				$519,994	$639,844	$659,039	$910,892	$1,004,450	$1,086,005	$1,177,383	$1,226,718
0230 - Local Retirement				$201,533	$95,000	$97,850	$208,686	$246,788	$281,275	$320,389	$339,195
0240 - Group Insurance				$8,459	$10,000	$10,300	$14,925	$16,646	$18,161	$19,864	$20,757
0290 - Other Employee Benefits				$653,200	$710,000	$731,300	$1,184,839	$1,347,752	$1,492,911	$1,656,725	$1,739,451
Purchased	$448,507	$548,903	$490,200	$855,540	$938,473	$982,052	$1,423,490	$1,572,150	$1,717,435	$1,865,548	$1,949,703
0320 - Professional - Educational Services				$198,978	$207,833	$214,068	$319,490	$359,666	$398,052	$437,850	$462,839
0330 - Professional Employee Training and D				$50,199	$50,792	$52,316	$83,885	$95,672	$107,041	$118,826	$126,121
0340 - Other Professional Services				$20,967	$55,848	$57,523	$89,249	$101,197	$112,676	$124,574	$131,984
0345 - Business Services				$492,062	$540,000	$571,625	$798,750	$866,250	$933,750	$1,001,250	$1,035,000
0350 - Technical Services				$93,334	$84,000	$86,520	$132,116	$149,366	$165,906	$183,048	$193,759
Purchased	$185,903	$215,214	$219,378	$1,561,706	$333,210	$343,206	$2,014,369	$2,362,976	$3,283,807	$3,349,483	$3,416,473
0410 - Utility Services				$113,592	$117,433	$120,956	$194,585	$200,422	$255,889	$261,006	$266,227
0430 - Repairs & Maintenance Services				$17,434	$32,500	$33,475	$40,979	$42,209	$48,224	$49,188	$50,172
0433 - Custodial Services				$125,338	$111,277	$114,615	$178,054	$183,395	$249,027	$254,008	$259,088
0440 - Rentals				$3,251	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0441 - Rental of Land & Buildings				$967,698	$ -	$ -	$1,486,367	$1,819,313	$2,588,418	$2,640,186	$2,692,990
0442 - Rental of Equipment and Vehicles				$1,214	$36,000	$37,080	$56,192	$57,698	$66,124	$67,446	$68,795
0443 - Rental of Computers & Related Equip				$8,635	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0450 - Construction Services				$277,988	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0490 - Other Purchased Property Services				$46,556	$36,000	$37,080	$58,192	$59,938	$76,125	$77,647	$79,200
Other Purc	$103,170	$113,860	$118,773	$1,209,329	$738,193	$760,339	$1,262,149	$1,350,863	$1,496,238	$1,605,138	$1,676,448
0513 - Student Transportation Services - Com				$21,368	$13,000	$13,390	$88,792	$99,205	$129,490	$132,079	$134,721
0518 - Student Day Trips/Field Trips				$10,637	$10,000	$10,300	$20,609	$21,227	$21,652	$22,085	$22,527
0521 - Property Insurance				$14,559	$17,000	$17,510	$30,035	$32,576	$38,948	$41,327	$43,713
0522 - Liability Insurance				$10,583	$12,000	$12,360	$18,731	$21,113	$23,375	$25,642	$27,915
0530 - Communication (Telephone & Other)				$17,346	$17,500	$18,025	$27,566	$28,393	$28,961	$29,540	$30,131
0540 - Advertising				$44,646	$50,000	$51,500	$103,045	$69,636	$71,029	$72,450	$73,899
0569 - Student Tuition - Other				$8,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0570 - Food Service Management				$1,017,494	$596,193	$614,079	$914,501	$1,018,076	$1,115,706	$1,213,596	$1,269,452
0580 - Travel/Per Diem				$64,696	$22,500	$23,175	$58,870	$60,636	$67,078	$68,420	$74,091
Supplies &	$175,427	$122,512	$170,524	$1,190,146	$537,716	$553,847	$1,139,463	$1,104,927	$1,029,805	$1,041,001	$1,061,821
0610 - General Supplies				$545,948	$309,155	$318,430	$477,983	$497,822	$507,778	$517,934	$528,293
0641 - Textbooks				$110,708	$32,500	$33,475	$214,479	$170,514	$121,224	$111,948	$114,187
0642 - E-Textbooks / Online Curriculum				$6,000	$10,000	$10,300	$34,609	$46,927	$51,146	$56,369	$57,496
0644 - Library Books				$69,207	$16,814	$17,318	$47,838	$48,373	$38,741	$39,115	$39,898
0650 - Supplies - Technology Related				$377,640	$111,647	$114,996	$258,446	$232,000	$199,440	$201,928	$205,967
0670 - Software				$30,868	$2,600	$2,678	$17,758	$18,291	$18,657	$19,030	$19,411
0680 - Maintenance Supplies and Materials				$49,658	$45,000	$46,350	$72,741	$74,923	$76,421	$77,950	$79,509
0689 - Miscellaneous - Maintenance				$117	$10,000	$10,300	$15,609	$16,077	$16,399	$16,727	$17,061
Property	$0	$14,262	$27,646	$14,614,273	$14,676,100	$149,543	$317,029	$333,650	$276,823	$282,360	$288,007
0710 - Land and Site Improvements				-	$300,000	$100,000	$103,000	$106,090	$108,212	$110,376	$112,584
0720 - New Building Purchase				$14,328,986	$14,328,000	$ -	$0.00	$0.00	$0.00	$0.00	$0.00
0730 - Equipment				$116,163	$29,000	$29,870	$90,766	$96,689	$77,323	$78,869	$80,447
0733 - Furniture and Fixtures				-	$4,500	$4,635	$54,774	$59,917	$40,016	$40,816	$41,632
0734 - Technology Related Hardware				$169,124	$14,600	$15,038	$68,489	$70,954	$51,273	$52,298	$53,344
Debt Servi	$38,483	$26,386	$17,790	$1,285,556	$1,988,668	$2,330,975	$2,354,266	$2,282,099	$2,275,487	$2,279,255	$2,281,719
0810 - Dues and Fees				$30,043	$45,000	$46,350	$67,741	$69,773	$71,168	$72,592	$74,043
0830 - Interest				$613,921	$1,548,013	$1,667,625	$1,642,900	$1,615,826	$1,589,319	$1,561,663	$1,532,676
0833 - Amortization of Bond Issuance Costs				$333,771	$ -	$ -	$ -	$ -	$ -	$ -	$ -
0840 - Redemption of Principal				$307,821	$395,655	$617,000	$643,625	$596,500	$615,000	$645,000	$675,000
Total Exper	$3,484,291	$3,849,667	$3,750,812	27,097,300	$26,040,960	$12,153,421	$18,789,126	$20,373,640	$22,491,505	$23,978,020	$24,831,886
Net Income	$779,530	$720,176	$903,266	$18,631,859	($14,125,757)	$467,124	$95,880	$875,555	$1,016,265	$1,870,168	$2,487,100
Fund Balance											
Beginning	$522,711	$519,900	$644,644	$4,054,400	$22,686,259	$8,560,502	$9,027,626	$9,123,506	$9,999,061	$11,015,326	$12,885,494
Ending Fur	1.49	1.39	1.40	22,686,259	8,560,502	9,027,626	9,123,506	9,999,061	11,015,326	12,885,494	15,372,595
					($14,125,757)	$467,124	$95,880	$875,555	$1,016,265	$1,870,168	$2,487,100

Existing SLC and West Valley Campuses	Approved FY2023	FY2024	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030
	Budget							
Enrollment Increase		50	5	0	0	0	0	0
Enrollment	1295	1345	1350	1350	1350	1350	1350	1350
% Increase in Revenues		3%	3%	3%	2%	2%	2%	2%
% Increase in Expenses		3%	3%	3%	2%	2%	2%	2%
Income								
Revenue From Local Sources	20,000	20,600	21,218	21,855	22,292	22,737	23,192	23,656
Revenue From State Sources	10,920,479	11,682,383	12,077,586	12,439,914	12,688,712	12,942,486	13,201,336	13,465,362
Revenue From Federal Sources	974,724	917,562	948,602	977,060	996,601	1,016,534	1,036,864	1,057,601
Total Income	11,915,203	12,620,545	13,047,406	13,438,828	13,707,605	13,981,757	14,261,392	14,546,620
Expenses								
Instruction/Salaries	**5,373,756**	**5,534,969**	**5,801,018**	**5,975,048**	**6,094,549**	**6,216,440**	**6,340,769**	**6,467,584**
0121 - Salaries - Principals and Assistants	865,228	891,185	1,017,920	1,048,458	1,069,427	1,090,816	1,112,632	1,134,885
0131 - Salaries - Teachers	3,393,618	3,495,427	3,600,289	3,708,298	3,782,464	3,858,113	3,935,276	4,013,981
0142 - Salaries - Guidance Personnel	62,000	63,860	65,776	67,749	69,104	70,486	71,896	73,334
0143 - Salaries - Health Services Personnel	60,000	61,800	63,654	65,564	66,875	68,212	69,577	70,968
0152 - Salaries - Secretarial and Clerical Perso	188,882	194,548	200,385	206,396	210,524	214,735	219,030	223,410
0161 - Salaries - Teacher Aides and Para-Profe	804,028	828,149	852,993	878,583	896,155	914,078	932,359	951,007
Employee Benefits	**1,454,844**	**1,498,489**	**1,551,094**	**1,597,627**	**1,629,579**	**1,662,171**	**1,695,414**	**1,729,323**
0220 - Social Security	639,844	659,039	686,460	707,054	721,195	735,619	750,332	765,338
0230 - Local Retirement	95,000	97,850	100,786	103,809	105,885	108,003	110,163	112,366
0240 - Group Insurance	10,000	10,300	10,609	10,927	11,146	11,369	11,596	11,828
0290 - Other Employee Benefits	710,000	731,300	753,239	775,836	791,353	807,180	823,324	839,790
Purchased Prof & Tech Serv	**938,473**	**982,052**	**996,490**	**1,009,172**	**1,017,881**	**1,026,763**	**1,035,824**	**1,045,065**
0320 - Professional - Educational Services	207,833	214,068	220,490	227,105	231,647	236,280	241,005	245,825
0330 - Professional Employee Training and Dev	50,792	52,316	53,885	55,502	56,612	57,744	58,899	60,077
0340 - Other Professional Services	55,848	57,523	59,249	61,027	62,247	63,492	64,762	66,057
0345 - Business Services	540,000	571,625	573,750	573,750	573,750	573,750	573,750	573,750
0350 - Technical Services	84,000	86,520	89,116	91,789	93,625	95,497	97,407	99,355
Purchased Property Services	**333,210**	**343,206**	**353,502**	**364,108**	**371,390**	**378,818**	**386,394**	**394,122**
0410 - Utility Services	117,433	120,956	124,585	128,322	130,889	133,506	136,177	138,900
0430 - Repairs & Maintenance Services	32,500	33,475	34,479	35,514	36,224	36,948	37,687	38,441
0433 - Custodial Services	111,277	114,615	118,054	121,595	124,027	126,508	129,038	131,619
0440 - Rentals	0	0	0	0	0	0	0	0
0441 - Rental of Land & Buildings	0	0	0	0	0	0	0	0
0442 - Rental of Equipment and Vehicles	36,000	37,080	38,192	39,338	40,125	40,927	41,746	42,581
0443 - Rental of Computers & Related Equip	0	0	0	0	0	0	0	0
0450 - Construction Services	0	0	0	0	0	0	0	0
0490 - Other Purchased Property Services	36,000	37,080	38,192	39,338	40,125	40,927	41,746	42,581
Other Purchased Services	**738,193**	**760,339**	**783,149**	**806,643**	**822,776**	**839,232**	**856,016**	**873,137**
0513 - Student Transportation Services - Comm	13,000	13,390	13,792	14,205	14,490	14,779	15,075	15,376
0518 - Student Day Trips/Field Trips (includes /	10,000	10,300	10,609	10,927	11,146	11,369	11,596	11,828
0521 - Property Insurance	17,000	17,510	18,035	18,576	18,948	19,327	19,713	20,108
0522 - Liability Insurance	12,000	12,360	12,731	13,113	13,375	13,642	13,915	14,194
0530 - Communication (Telephone & Other)	17,500	18,025	18,566	19,123	19,505	19,895	20,293	20,699
0540 - Advertising	50,000	51,500	53,045	54,636	55,729	56,844	57,981	59,140
0569 - Student Tuition - Other	0	0	0	0	0	0	0	0
0570 - Food Service Management	596,193	614,079	632,501	651,476	664,506	677,796	691,352	705,179
0580 - Travel/Per Diem	22,500	23,175	23,870	24,586	25,078	25,580	26,091	26,613
Supplies & Materials	**537,716**	**553,847**	**570,463**	**587,577**	**599,328**	**611,315**	**623,541**	**636,012**

0610 - General Supplies	309,155	318,430	327,983	337,822	344,578	351,470	358,499	365,669
0641 - Textbooks	32,500	33,475	34,479	35,514	36,224	36,948	37,687	38,441
0642 - E-Textbooks / Online Curriculum	10,000	10,300	10,609	10,927	11,146	11,369	11,596	11,828
0644 - Library Books	16,814	17,318	17,838	18,373	18,741	19,115	19,498	19,888
0650 - Supplies - Technology Related	111,647	114,996	118,446	122,000	124,440	126,928	129,467	132,056
0670 - Software	2,600	2,678	2,758	2,841	2,898	2,956	3,015	3,075
0680 - Maintenance Supplies and Materials	45,000	46,350	47,741	49,173	50,156	51,159	52,182	53,226
0689 - Miscellaneous - Maintenance	10,000	10,300	10,609	10,927	11,146	11,369	11,596	11,828
Property	**14,676,100**	**149,543**	**154,029**	**158,650**	**161,823**	**165,060**	**168,361**	**171,728**
0710 - Land and Site Improvements	300,000	100,000	103,000	106,090	108,212	110,376	112,584	114,835
0720 - New Building Purchase	14,328,000	0	0	0	0	0	0	0
0730 - Equipment	29,000	29,870	30,766	31,689	32,323	32,969	33,629	34,301
0733 - Furniture and Fixtures	4,500	4,635	4,774	4,917	5,016	5,116	5,218	5,323
0734 - Technology Related Hardware	14,600	15,038	15,489	15,954	16,273	16,598	16,930	17,269
Debt Services & Miscellaneous	**1,988,668**	**2,330,975**	**2,334,266**	**2,261,499**	**2,254,475**	**2,257,822**	**2,259,858**	**2,260,501**
0810 - Dues and Fees	45,000	46,350	47,741	49,173	50,156	51,159	52,182	53,226
0830 - Interest	1,548,013	1,667,625	1,642,900	1,615,826	1,589,319	1,561,663	1,532,676	1,502,275
0840 - Redemption of Principal	395,655	617,000	643,625	596,500	615,000	645,000	675,000	705,000
Total Expenses	26,040,960	12,153,421	12,544,011	12,760,324	12,951,802	13,157,621	13,366,178	13,577,472
Net Income	**(14,125,757)**	**467,124**	**503,395**	**678,504**	**755,803**	**824,136**	**895,214**	**969,148**

Satellite Campus

	FY2023	FY2024	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030
	Budget							
Enrollment Increase		0	0	180	180	180	90	60
Enrollment	0	0	600	780	960	1140	1230	1290
% Increase in Revenues		3%	3%	3%	2%	2%	2%	2%
% Increase in Expenses		3%	3%	3%	2%	2%	2%	2%
Income								
Revenue From Local Sources		0	20,000	20,600	21,012	21,432	21,861	22,298
Revenue From State Sources		0	5,367,600	7,187,216	9,022,721	10,928,771	12,027,400	12,866,384
Revenue From Federal Sources		0	450,000	602,550	756,432	916,228	1,008,333	1,078,671
Total Income	0	0	5,837,600	7,810,366	9,800,165	11,866,431	13,057,594	13,967,353
Expenses								
Instruction/Salaries	**0**	**0**	**2,158,000**	**2,776,290**	**3,439,009**	**4,164,434**	**4,490,823**	**4,896,180**
0121 - Salaries - Principals and Assistants			220,000	226,600	231,132	295,000	340,000	400,000
0131 - Salaries - Teachers			1,260,000	1,669,800	2,087,196	2,524,940	2,779,439	2,975,027
0142 - Salaries - Guidance Personnel			75,000	100,000	120,000	150,000	153,000	200,000
0143 - Salaries - Health Services Personnel			40,000	50,000	60,000	75,000	76,500	90,000
0152 - Salaries - Secretarial and Clerical Personnel			95,000	97,850	140,000	142,800	145,656	165,000
0161 - Salaries - Teacher Aides and Para-Professionals			468,000	632,040	800,681	976,694	996,228	1,066,153
Employee Benefits	**0**	**0**	**768,248**	**1,018,010**	**1,248,773**	**1,512,189**	**1,630,708**	**1,777,901**
0220 - Social Security			224,432	297,396	364,810	441,763	476,387	519,387
0230 - Local Retirement			107,900	142,979	175,389	212,386	229,032	249,705
0240 - Group Insurance			4,316	5,719	7,016	8,495	9,161	9,988
0290 - Other Employee Benefits			431,600	571,916	701,558	849,545	916,128	998,821
Purchased Prof & Tech Serv	**0**	**0**	**427,000**	**562,978**	**699,554**	**838,785**	**913,880**	**967,953**
0320 - Professional - Educational Services			99,000	132,561	166,415	201,570	221,833	237,308
0330 - Professional Employee Training and Development			30,000	40,170	50,429	61,082	67,222	71,911
0340 - Other Professional Services			30,000	40,170	50,429	61,082	67,222	71,911
0345 - Business Services			225,000	292,500	360,000	427,500	461,250	483,750
0350 - Technical Services			43,000	57,577	72,281	87,551	96,352	103,073
Purchased Property Services	**0**	**0**	**1,660,867**	**1,998,868**	**2,912,417**	**2,970,665**	**3,030,079**	**3,090,680**
0410 - Utility Services			70,000	72,100	125,000	127,500	130,050	132,651
0430 - Repairs & Maintenance Services			6,500	6,695	12,000	12,240	12,485	12,734
0433 - Custodial Services			60,000	61,800	125,000	127,500	130,050	132,651
0440 - Rentals			0	0	0	0	0	0
0441 - Rental of Land & Buildings			1,486,367	1,819,313	2,588,418	2,640,186	2,692,990	2,746,850
0442 - Rental of Equipment and Vehicles			18,000	18,360	25,999	26,519	27,049	27,590
0443 - Rental of Computers & Related Equip			0	0	0	0	0	0
0450 - Construction Services			0	0	0	0	0	0
0490 - Other Purchased Property Services			20,000	20,600	36,000	36,720	37,454	38,203
Other Purchased Services	**0**	**0**	**479,000**	**544,220**	**673,461**	**765,907**	**820,432**	**854,719**
0513 - Student Transportation Services - Commercial			75,000	85,000	115,000	117,300	119,646	122,039
0518 - Student Day Trips/Field Trips (includes Admission Charges)			10,000	10,300	10,506	10,716	10,930	11,149
0521 - Property Insurance			12,000	14,000	20,000	22,000	24,000	25,000
0522 - Liability Insurance			6,000	8,000	10,000	12,000	14,000	15,000
0530 - Communication (Telephone & Other)			9,000	9,270	9,455	9,645	9,837	10,034
0540 - Advertising			50,000	15,000	15,300	15,606	15,918	16,236
0569 - Student Tuition - Other			0	0	0	0	0	0
0570 - Food Service Management			282,000	366,600	451,200	535,800	578,100	606,300
0580 - Travel/Per Diem			35,000	36,050	42,000	42,840	48,000	48,960

Supplies & Materials	**0**	**0**	**569,000**	**517,350**	**430,477**	**429,687**	**438,280**	**447,046**
0610 - General Supplies			150,000	160,000	163,200	166,464	169,793	173,189
0641 - Textbooks			180,000	135,000	85,000	75,000	76,500	78,030
0642 - E-Textbooks / Online Curriculum			24,000	36,000	40,000	45,000	45,900	46,818
0644 - Library Books			30,000	30,000	20,000	20,000	20,400	20,808
0650 - Supplies - Technology Related			140,000	110,000	75,000	75,000	76,500	78,030
0670 - Software			15,000	15,450	15,759	16,074	16,396	16,724
0680 - Maintenance Supplies and Materials			25,000	25,750	26,265	26,790	27,326	27,873
0689 - Miscellaneous - Maintenance			5,000	5,150	5,253	5,358	5,465	5,575
Property	**0**	**0**	**163,000**	**175,000**	**115,000**	**117,300**	**119,646**	**122,039**
0710 - Land and Site Improvements			0	0	0	0	0	0
0720 - New Building Purchase			0	0	0	0	0	0
0730 - Equipment			60,000	65,000	45,000	45,900	46,818	47,754
0733 - Furniture and Fixtures			50,000	55,000	35,000	35,700	36,414	37,142
0734 - Technology Related Hardware			53,000	55,000	35,000	35,700	36,414	37,142
Debt Services & Miscellaneous	**0**	**0**	**20,000**	**20,600**	**21,012**	**21,432**	**21,861**	**22,298**
0810 - Dues and Fees			20,000	20,600	21,012	21,432	21,861	22,298
0830 - Interest			0	0	0	0	0	0
0840 - Redemption of Principal			0	0	0	0	0	0
Total Expenses	0	0	6,245,115	7,613,316	9,539,703	10,820,399	11,465,708	12,178,816
Net Income	**0**	**0**	**(407,515)**	**197,050**	**260,462**	**1,046,032**	**1,591,886**	**1,788,537**

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 the school will be accessible to students with physical disabilities.

Facilities Plan

We understand how challenging it can be to secure facilities for a charter school, and we are committed to remaining diligent in our efforts to select and acquire a facility that will meet the needs of our students and our program. If approved, our first priority will be an exhaustive review of our best facility options. Due to the structure of our existing bond covenants, we will likely need to lease the new facility during the initial year(s). We have several viable lease options: (i) renovation of an existing building; and (ii) design/build. We are aware of several schools that renovated existing structures and converted them into school facilities. For example, Beehive Academy recently renovated a box store and converted it into a 100,000 sq. ft. school. If we could find a building of similar size in our target area, we will analyze the costs and timelines associated with that option. If no existing buildings meet our requirements, we will likely follow the same process we completed with our two current buildings (i.e. select a location, design, build and lease a facility for the first year or two).

Due to our enrollment growth model, the satellite's facility will need to be completed in two stages. The first stage will consist of roughly 60,000 square feet and include the administrative offices, common areas, storage/filing rooms, reception area, multipurpose gymnasium/cafeteria, break/work rooms and classrooms (regular and specialty classrooms) sufficient to accommodate our year one enrollment of 600 students. As enrollment grows, we would likely utilize temporary/portable classrooms to accommodate growth until our enrollment supports the second phase of building which would consist of approximately 40,000 additional square feet of common area, storage and classrooms. We know that a new charter school facility will add traffic and safety concerns for the community. To mitigate these concerns, we will work closely with city planning officials to ensure our traffic plans and other safety plans meet all applicable codes and standards.

Contracts

Has the Governing Board <u>entered</u> 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)

Existing Contract Relationship:

1. Wallace Stegner Academy has enjoyed a longstanding contractual relationship with Academica West. The term of the current services agreement with Academica West began on July 1, 2021 and expires on June 30, 2026. (To view the contract, click HERE.)

   a. **Services**: WSA currently contracts with Academica West for the preparation of annual budgets, monthly financial reports, financial forecasts, budget amendments, school accounting, tax filings, audit support, purchasing support, policy development, administrator support and consulting, SIS support, HR support, CACTUS reporting and administration, recordkeeping, board clerk services, reporting assistance, student recruitment, marketing, enrollment/registration support, payroll support, employment notifications, facility maintenance/support, board development, and bookkeeping.

   b. **Performance evaluation measures**: WSA evaluates Academica West by ranking their performance on all services listed in the ESP agreement.

   c. **Fee structure**: The fee structure is based on a per-pupil fee.

   d. **Renewal and termination provisions**: There is no renewal provision. The agreement may be terminated prior to the end of the term in the event of a material breach.

   e. **Terms of property ownership**: WSA maintains ownership of all real, intellectual, and personal property of the school.

2. **Rationale & Procedure for Engaging ESP**. We recognize there are various approaches to managing the business operations of a charter school. Our decision to engage the services of an ESP was based on our desire to ensure the business-related operations of our school were managed by experienced individuals with specific charter school operations expertise. Our approach is based on the philosophy that reducing the burdens placed on our executive directors will allow them to focus on the academic performance of WSA's students. In addition, this approach minimizes many of the risks and perils associated with having the school's financial knowledge housed with a single individual.

   Prior to entering the agreement with Academica West, WSA published an RFP for ESP services. Academica West submitted a timely and responsive proposal, and an evaluation committee evaluated and scored the non-cost elements of the proposal. A separate individual was appointed to evaluate proposal costs and to combine the scores of the evaluation committee.

Following the evaluation and scoring of the proposal, the board reviewed the final score/recommendation and determined it was in WSA's best interest to award the contract to Academica West. RFP specifications, publishing/notice requirements, evaluation committee membership, documentation, etc. met applicable rules and laws governing the procurement of these services.

Academica West provides its services at the direction of the board. In accordance with the specific terms of our agreement, academic control and freedom are integral to the success of WSA, and the board maintains complete autonomy and control over its academic program, staffing needs and curriculum. Academica West works with our executive directors to coordinate the business functions of WSA with the academic needs of our program.

3. **Academica West's Qualifications & Client List**. Academica West was the first charter school business service provider established in Utah. They possess unique and qualified expertise in Utah charter school operations that has resulted in a commendable reputation in the state. Academica West currently provides its services to 23 charter schools that serve over 20,000 students. The following list provides the names of Academica West's client schools, initial contract date, and contact information for school leaders.

North Davis Preparatory Academy
www.northdavisprep.org
Contract Date: July 2004
Monte Poll, Board President
mpoll@northdavisprep.org
Ryan Robinson, Director
801.775.0165

North Star Academy
www.north-staracademy.com
Contract Date: July 2005
Sidney Warnick, Board President
tsorenson@north-staracademy.com
Tana Archer, Director
801.446.1354

Wasatch Peak Academy
www.wasatchpeak.org
Contract Date: July 2005
Megan Triplett, Board President
mtriplett@wasatchpeak.org
Amy Pilkington, Director
801.397.1768

Syracuse Arts Academy (*2 Campuses*)
www.SAAcharter.org
Contract Date: July 2006
Bryan DeGrange, Board President
bdegrange@SAAcharter.org
Dale Pfister, Lead Director
801.776.3066

Early Light Academy
www.earlylightacademy.org
Contract Date: July 2008
Eric Montague, Board President
sschmidt@earlylightacademy.org
Stephanie Schmidt, Director
801.302.5988

Quest Academy
http://www.questac.org
Contract Date: July 2008
Steven Reeve, Board President
sreeve@questac.org
David Bullock, Director
801.731.9859

Hawthorn Academy (*2 Campuses*)
www.hawthornacademy.org
Contract Date: July 2009
Meggen Pettit, Board President
MPettit@hawthornacademy.org
Dr. Floyd Stensrud, Lead Director
801.282.9066

Jefferson Academy
http://www.jeffersonacademy.org
Contract Date: July 2009
Keith Facer, Board President
kfacer@jeffersonacademy.org
Nicole Jones, Director
801.593.8200

Mountain Heights Academy
www.mountainheightsacademy.org
Contract Date: March 2009
Gavin Hutchinson, Board President
Gavin.Hutchinson@mountainheightsacademy.org
DeLaina Tonks, Director
801.721.6329

Maria Montessori Academy
www.mariamontessoriacademy.org
Contract Date: July 2010
Mary Wurm, Board President
mwurm@mariamontessoriacademy.org
Sara Tucker, Director
801.827.0150

HighMark Charter School
www.hmcharterschool.org
Contract Date: July 2012
Richard Bigler, Board President
rbigler@hmcharterschool.org
Shawn Miehlke, Director
801.476.4627

Leadership Learning Academy
(*2 Campuses*)
www.llacharter.org
Contract Date: October 2012
Terry Capener, Board President
tcapener@llacharter.org
Heidi Bauerle, Lead Director
801.593.9552

Career Path High
www.careerpathhigh.org
Contract Date: April 2013
Jerry Stevenson, Board President
jwstevenson@le.utah.gov
Stacey Hutchings, Director
801.593.2440

Scholar Academy
www.scholarcharter.org
Contract Date: September 2013
Jared Hamner, Board President
jhamner@scholarcharter.org
Traelle Gailey, Director
435.566.6957

Ascent Academies (4 *Campuses*)
www.ascentutah.org
Contract Date: April 2013
Mike Ostermiller, Board President
mike@nwoar.com
Wade Glathar, Lead Director
801.658.0228

Mountain West Montessori
www.mwmacademy.org
Contract Date: January 2014
Steve Barnes, Board President
sbarnes@mwmacademy.org
Angie Johnson, Director
801.566.6962

Advantage Arts Academy
www.advantagearts.org
Contract Date: December 2018
Jodi Hart Wilson, Board President
jhartwilson@advantagearts.org
Jonathan Kano, Director
801.878.8622

Voyage Academy
www.voyageacademyutah.org
Contract Date: January 2022
Trevor Nelson, Board President
tnelson@voyageacademyutah.org
Nicole Jones, Director
801.776.4900

Wallace Stegner Academy
(2 Campuses)
www.wsacharter.org
Contract Date: September 2015
Sarah Vaughan, Board President
svaughan@wsacharter.org
Anthony Sudweeks, Director
801.456.9570

Bridge Elementary
www.bridgecharter.org
Contract Date: November 2019
Shirley Atkinson, Board President
shirley@bridgecharter.org
Lani Rounds, Director
801.499.5180

Legacy Preparatory Academy
www.legacyprep.org
Contract Date: December 2021
Al Pranno, Board President
al@legacyprep.org
Brandie Evans, Director
801.294.2801

Utah Virtual Academy
www.utva.k12.com
Contract Date: July 2018
Brian Maxwell, Board President
bsmaxwell@gmail.com
Meghan Merideth, Head of School
866.788.0364

Lumen Scholar Institute
www.lumenscholar.org
Contract Date: July 2021
Andrea Urban, Board President
aurban@lumenscholar.org
Kristy Gordon, Chief Admin. Officer
801.987.9497