



State Charter School Board Satellite Application

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

Submission:

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

SCSB Eligibility Review:

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

State Charter School Board Consideration:

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

Application Instructions:

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

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



Applicant Assurances:

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

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

Requirement: <i>As per R277-552-6</i>	Evidence: <i>Note: include a link or page number if submitting as a packet.</i>
Title 53E, Chapter 9, Student Privacy and Data Protection	
Title 53G, Chapter 7, Part 5, Student Fees	
Title 53G, Chapter 9, Part 7, Suicide Prevention	
Title 53G, Chapter 8, Discipline and Safety	
Title 52, Chapter 4, Open and Public Meetings Act	
Title 63G, Chapter 6a, Utah Procurement Code	
the IDEA and Rule R277-750, with no unresolved audit exceptions	
Rule R277-113, Local Education Agency (LEA) Fiscal and Auditing Policies	
Section 53G-9-207, Child Sexual Abuse Prevention	
Subsection 63G-7-301(3) and Rule R277-322, Code of Conduct	
Subsection 53G-5-404 (4), Program Accounting	



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

Requirement: <i>As per R277-552-6</i>	Evidence: <i>Note: include a link or page number if submitting as a packet.</i>
The request is consistent with the charter school's Charter Agreement.	
Met all academic goals in the Charter Agreement.	
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.)	
Financial statements report revenues in excess of expenditures for at least three of the last four fiscal years.	
Maintained a net lease adjusted debt burden ratio of under 25% for each of the last three years.	
If the proposed Satellite will receive School LAND Trust funds, the school must have a charter trust land council.	

 Name of Governing Board Chair
 (please print)

 Signature of Board Chair /Date



School Entity Information:

Name of Sponsoring School: .
 Name of School Administrator: .
 Name of Satellite School: .
 Local School District: .
 To whom and when this application submitted to the local district: .

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

Name	Position	Years on Governing Board	Charter Affiliations (past and present)

Required Exhibits:

- Minutes of the sponsoring school Governing Board meeting authorizing application for Satellite Application. Include link or page number if submitting as a packet.
- Explanation of how the Governing Board decided to seek to open a Satellite school.
- Copy of current Governing Board bylaws



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:
 Projected Maximum Enrollment:

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

Grades and Specific Number of Students Served by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SY														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SY														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SY														

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

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



Market Analysis

Is there a market demand for the proposed Satellite?

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

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

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

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

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



Charter Fidelity

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

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

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



Academic Success

Is the school academically successful?

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

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

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

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

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

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

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

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



Operational Success

Is the school operationally successful?

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

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

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

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

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

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

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.

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



Financial Viability

Is the school financially viable?

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

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

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

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

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>					
Unrestricted Days Cash	≥ 30				
Debt to Asset Ratio	≤ 1				N/A
Current Ratio	≥ 1				
Audit Findings	0				N/A
Change in Net Assets	Positive				



Charter Facility

Will the school have adequate facilities for the proposed Satellite?

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

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

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



Contracts

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

Yes, we have entered a contractual relationship for services.

(Complete "Existing Contract Relationship" section)

No, we have not entered a contractual relationship for services.

(Skip "Existing Contract Relationship" section)

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

Yes, we intend to contract with an ESP.

(Complete "Intention to Enter Contract Relationship" section)

No, we do not intend to contract with an ESP.

(Skip "Intention to Enter Contract Relationship" section)

Existing Contract Relationship:

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



Intention to Enter Contract Relationship:

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