



# Annual Report

State Charter School Board  
2020/21

## Core Values

- Students First
- Choice
- Innovation
- Academic Excellence
- Autonomy & Accountability

# ANNUAL REPORT

## Utah State Charter School Board

January 2022

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Charter schools have been an integral part of Utah’s educational landscape since 1999. The State Legislature created the State Charter School Board (SCSB) in 2004 as an appointed board dedicated to authorization, oversight, and support of charter schools. It has since become Utah’s largest authorizer and one of the largest authorizers in the nation, with a portfolio of 125 schools. Utah has 12 additional charter schools authorized by 6 school districts and 2 institutions of higher learning.

Only an approved authorizer who promotes, annually reviews, and regularly evaluates school performance may authorize charter schools. Authorizers hold charter schools accountable for their performance in accordance with statutes, administrative rules, and each school’s unique charter agreement. However, they do not govern individual charter schools—each school has its own governing board.

SCSB upholds stringent standards of authorization and oversight to ensure that charter schools use public funds as intended. By maintaining high standards, SCSB ensures the long-term viability of schools and mitigates potential underperformance.

### WHY CHARTER SCHOOLS?

Charter schools are tuition-free public schools open to any Utah student. A public school is defined as a school that is open to the public, funded by the public, and accountable to the public. Charters address the following needs and goals:

- Charter schools offer parents and students additional choices about where students attend school and the school’s curricular emphasis.
- Charter schools allow educators freedom to try new strategies to inspire students and to experiment with innovative ways of educating students.
- Charter schools are held to the same reporting requirements and state accountability as district schools.

### CHARTER SCHOOL PERFORMANCE



97 SITE VISITS



73 TRAININGS PROVIDED



3 APPLICATIONS



313 ISSUES REVIEWED



27 NOTICES OF CONCERN



4 REMEDIAL ACTIONS

# FAST FACTS SY2020-2021

**22** YEARS SINCE UTAH’S FIRST CHARTER SCHOOL OPENED

**77,786** STUDENTS ENROLLED IN CHARTER SCHOOLS

**11.5%** UTAH’S K-12 STUDENTS ENROLLED IN A CHARTER SCHOOL

**137** CHARTER SCHOOLS IN OPERATION

**9** CHARTER SCHOOL AUTHORIZERS IN UTAH

**91.2%** CHARTER SCHOOLS AUTHORIZED BY THE SCSB

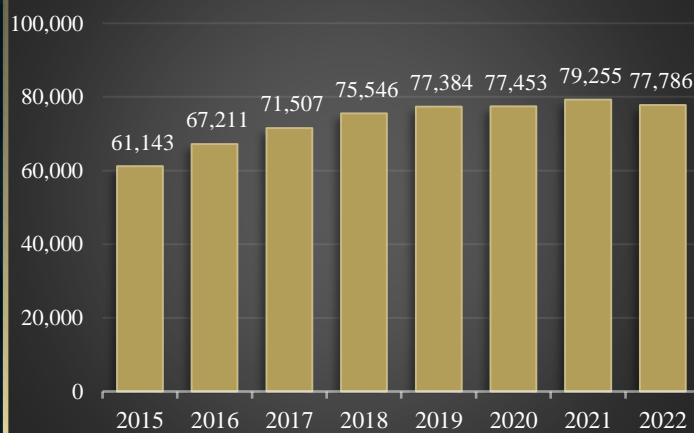
### MISSION

*Advancing choice, innovation, and student success through rigorous authorizing and supportive oversight.*

### VISION

*Every student has access to an excellent education that meets their unique learning needs.*

CHARTER SCHOOL ENROLLMENT, SY2015 - SY2022





### STUDENTS FIRST

Proportionately, Charter Schools serve a higher rate of traditionally underserved student populations including economically disadvantaged students (25.9%), students with disabilities (14.2%), and students who are ethnic or racial minorities (33.2%). They also serve a proportionately higher rate of students not identifying as cisgender. SCSB and its charters schools are committed to upholding public trust by respecting the individuality and dignity of each student and to helping all students lead productive and meaningful lives within our multicultural society.

25.9% ECONOMICALLY DISADVANTAGED



14.2% DISABILITY OR SPECIAL NEEDS



8.0% ENGLISH LEARNERS



33.2%

DIVERSE STUDENTS

0.6% NATIVE AMERICAN

1.6% AFRICAN AMERICAN

3.2% ASIAN AMERICAN

22.4% HISPANIC/LATINX

3.9% MULTIPLE RACES

1.5% PACIFIC ISLANDER

### CHOICE

From 2002 to 2007, charter school models focused on core knowledge. In addition, direct instruction, classical education and leadership have likewise become mainstays (35%). Since 2015, SCSB has substantially diversified its portfolio to include whole child models (8%), such as Montessori and Waldorf, online schools (6%), and other unique models.

### INNOVATION

SCSB encourages quality charter applications that emphasize academic excellence, a sound business model, and show community support. Crucially, applications must offer an innovative and unique model that provides our students with a competitive education and exceptional experiences.

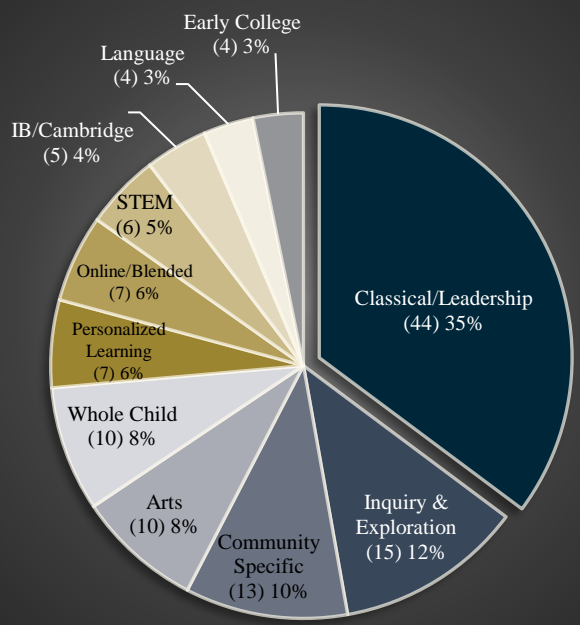
### ACADEMIC EXCELLENCE

All students can be academically successful. Before the COVID-19 pandemic, Charter Schools outperformed projections by 4% with 16 schools in Utah's top 100 schools. Even though COVID-related low test participation rates last year adversely impacted Charter School performance, SCSB has set an ambitious goal of increasing the percentage of Charter Schools in Utah's Top 100 schools beyond pre-pandemic levels by 2026.

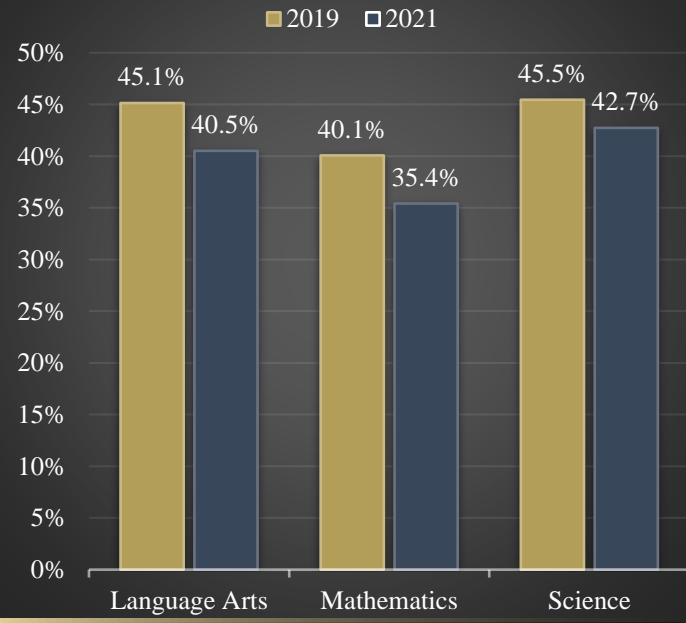
### AUTONOMY & ACCOUNTABILITY

Charter Schools enjoy curricular and mission flexibility to create innovative ways to educate students. However, Charter Schools are accountable to state requirements in addition to their missions, education models, and their plans as agreed upon in their charter agreements. SCSB balances autonomy with accountability by offering schools an accessible and collaborative charter amendment process, enabling course corrections when needed.

### SCSB'S CHARTER SCHOOL TYPES



### RISE TEST STUDENT PROFICIENCY RATE COMPARISON, SY2019 AND SY2021



*Charter high schools have a higher percentage in the top 10% of all Utah schools than traditional high schools.*

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# Foreword

## Board Chair Message

### STATE INVESTMENT

Since 1999, Utah has made significant investments in its charter schools. The State Charter School Board authorizes 91.2% of charter schools in Utah, so we see first-hand how powerful this movement is across the state. This investment is a meaningful part of why our mission includes rigorous authorizing and supportive oversight and why advancing educational choice, innovation, and student success are not just pretty words but a meaningful priority for Utah's citizens. One of the purposes of this report is to communicate the seriousness of this stewardship and the impressive achievements Utah's charter schools continue to make, especially considering the myriad challenges facing our schools.

The number of Utah's charter schools rose from 76 to 137 over the past decade, and although the rate of growth has lessened in recent years, we acknowledge that school choice is much more than simply increasing the number of charter schools. We value quality; therefore, we authorize schools to do good things for Utah's students—or in other words, schools that understand the seriousness of the state's investment. We authorize schools with innovative models that provide

students with a competitive education and exceptional experiences. While we expect our trajectory to return to its typical rate, this pause emphasizes our commitment to ensuring that charter schools offer Utah's families something special, whether online or in-person.

Our desire to support our existing charter schools in becoming the exceptional institutions we want them to become prompted slowing the rate of charter authorizations. Sixteen charter schools appeared in the top 100 schools in the state before the pandemic. We want to increase that figure and have made several significant changes to support better the charter schools we authorize. A few specific changes include adjustments to our charter school accountability framework (CSAF), prioritizing strong working relationships, and adding new portfolio managers. Portfolio managers are liaisons with our schools and provide targeted professional development to teachers, business administrators, LEA directors, and governing boards; they strengthen relationships while helping school leaders navigate state requirements. Through these changes, we already see improvements in charter school performance!

This 2020-2021 report includes information about charter school finances, oversight, support initiatives, and updates on our progress toward our goals. These data points indicate our commitment to ensuring and supporting high-quality charter schools.



*DeLaina Tonks, Ph.D., Chair  
State Charter School Board*



# Introduction

## Introduction:

One should not overlook the value of the variety of educational opportunities and advantages that Utah charter schools offer students. Some schools serve educationally disadvantaged students, while others target advanced students and provide a strong college preparatory curriculum. Schools also vary in their focus (e.g., arts, STEM, classical education) and their educational programs. There are many charter schools with impressive achievements and even more charter schools continuing to innovate and improve.

Charter schools serve as laboratories of innovative education for Utah's public schools. The mission of charter schools is to provide additional educational options and quality outcomes for students and parents. Successful charter schools are more than a gathering of excellent teachers and practical curricula. Successful charter schools have capable leaders on their governing board, hire highly qualified administrators, and employ evidence-based policies. They also strive to build parent and community engagement. Most Utah public charter schools possess this level of quality. Some common trends seen among the most successful charter schools are healthy professional development, one-on-one time with students, smaller class sizes, leveled learning, and effective use of data.

Utah's public charter schools continue to be vital educational innovators.

With 137 charter schools currently in operation and 77,786 enrolled students, annual charter schools' enrollment growth persists. As of October of 2021, charter school students represented 11.5% of all public-school students compared to 10.7% five years ago.<sup>1</sup> With a 2.2% annual growth rate in enrollment—excluding SY2020 pandemic counts—mounting demand for alternative and innovative educational opportunities outpaces the supply in many areas. Consequently, many students statewide sit on waiting lists every year.

The Utah State Charter School Board's (SCSB) January 2022 Annual Report recognizes all charter schools' educational contributions in Utah. Although most of the analyses within this report include charter schools of other authorizers within the state, this report emphasizes the 125 schools the SCSB authorizes directly and their 76,161 students. The purpose of the annual report is to provide a concise summary and accounting of charter schools over the last year or significant trends.

This report takes a holistic look at charter schools. Admittedly, pandemic-related issues continue to plague year-over-year performance assessments and student outcomes. However, where possible, it will examine academic indicators from years before the pandemic.

The SY2020-2021 report contains information about charter school finances, oversight, and support initiatives, which serve as a progress report on SCSB's goals. This year's report also emphasizes SCSB's revised innovation goal and commitment to promoting educational excellence.

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<sup>1</sup> Figures may vary slightly between graphs and tables based on the point-in-time counts used. The Utah State Board of Education's Data and Statistics division collected official

SY2022 school year enrollment counts on October 1, 2021 as required by UCA 53F-2-302(3). USBE also collects a count in December.



# Overview

## Charter School: Overview

The SY2020-2021 annual report looks at charter schools as a whole, identifying some of their most significant successes, as well as areas for improvement in the coming year. While the COVID-19 pandemic continued to affect all public-school academic performance adversely, compared to prior years, demographic diversity continues a healthy trend in Utah's charter schools. In addition to examining performance impacts, this year's report also includes an expanded look at the demographic make-up of the charter schools' student population. Demographic diversity provides an additional way to distinguish Utah charter schools on top of the variability and originality of their educational models.

## Charter School Types

Before delving into enrollment rates and the demographic composition of Utah's charter schools, the State Charter School Board surveyed charter school educational models' diversity and geographic distribution this year. From 2002 to 2007, most charter schools focused on core knowledge. In addition, direct instruction, classical education, and leadership have likewise become mainstays (35%). Since 2015, SCSB has substantially diversified its portfolio to include whole child models (8%), such as Montessori and Waldorf, online schools (6%), and other unique models.

*Many students turned to online charter schools to meet their educational needs during the pandemic. Utah has six fully online charter schools:*

- Athenian eAcademy
- Leadership Academy of Utah
- Lumen Scholar Academy
- Mountain Heights Academy
- Utah Connections Academy
- Utah Virtual Academy

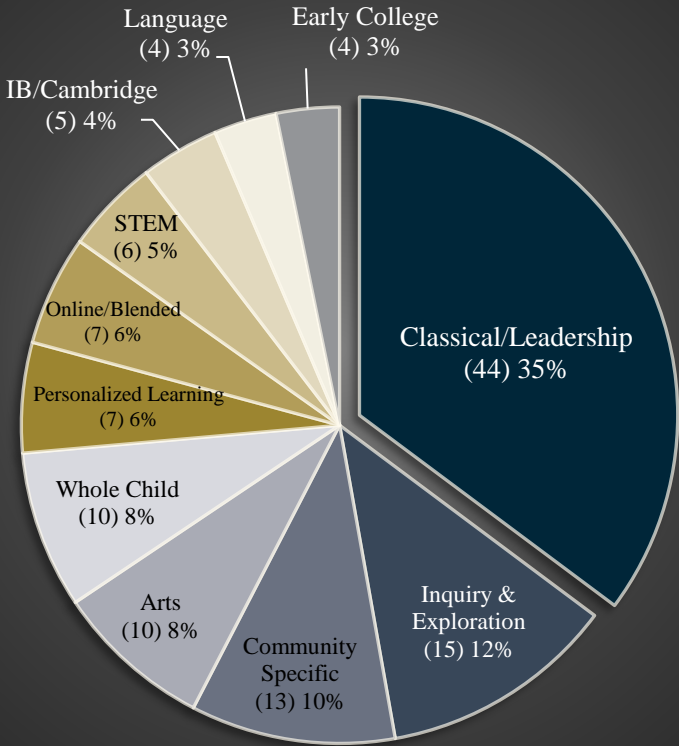
# Insights:

With 137 charter schools in operation in Utah today, chances are you or someone you know has attended one.

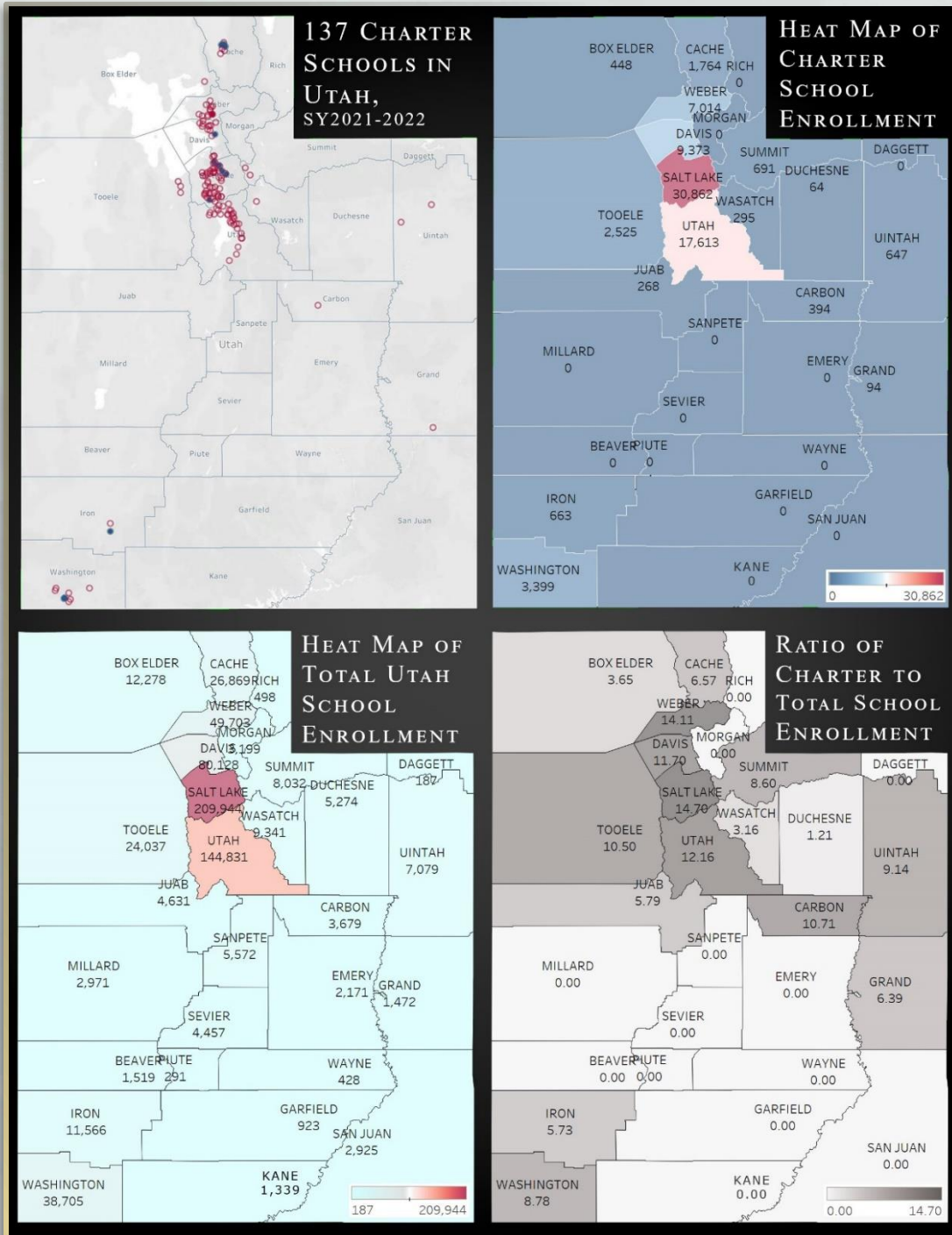
It might surprise some to learn that all of Utah's charter schools are tuition-free public schools. Most charter schools start with community members who believe that educators should have the autonomy to design competitive educational models that provides innovative, high-quality instruction, which fits their students' unique needs yet also provides value to the state.

The state has empowered the State Charter School Board and entities such as school districts and universities to authorize new charter schools. Schools enter into an agreement with these authorizers to receive state funding. Authorizers hold charter schools accountable to the performance standards they agreed to in their charter.

## SCSB'S CHARTER SCHOOL TYPES







### Geographic Distribution

Most of Utah's population lives along the Wasatch Front. It is not surprising that charter school locations correspond with Utah's most populated region. There are charter schools in 16 of Utah's counties: Nine counties have more than one charter school. Salt Lake County leads the count at 52, with Utah County at 29 and Davis County at 15.

There is room for growth in many underserved communities. Charter school enrollment ranges from 1.2% to 14.7% of the total public-school enrollment, with an average of 12.4% in counties with a charter school. Charter school enrollment exceeds 10% of total public-school enrollment in only six counties.



33.2%

MINORITIES

14.2%

SPECIAL EDUCATION

25.9%

LOW-INCOME

8.0%

ENGLISH LEARNERS

### Demographic Distribution

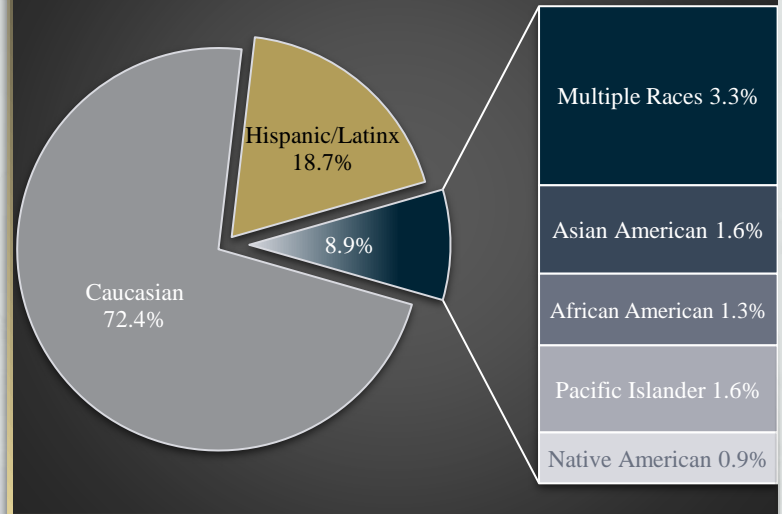
Charter schools have served a racially and ethnically diverse student population from the original school cohort through the current cohort. Demographic diversity is a core value of all charter schools. As public schools, charter schools must accept students who apply to the school. They must conduct a lottery whenever they have more applications than seats available. Charter schools may weight their lotteries to slightly improve the chances of admission for mission-specific populations and underserved populations such as the following:

- *Low-income students*
- *Students with disabilities*
- *English language learner*
- *Refugee students*
- *Homeless students*

Proportionately, Charter Schools serve a higher rate of traditionally underserved student populations, including economically disadvantaged students (25.9%), students with disabilities (14.2%), and students who are ethnic or racial minorities (33.2%). The proportion of ethnic or racial minorities has also grown by 10% since SY2015. SCSB and its charters schools are committed to upholding public trust by respecting each student’s individuality and dignity and helping all students lead productive and meaningful lives within our multicultural society.

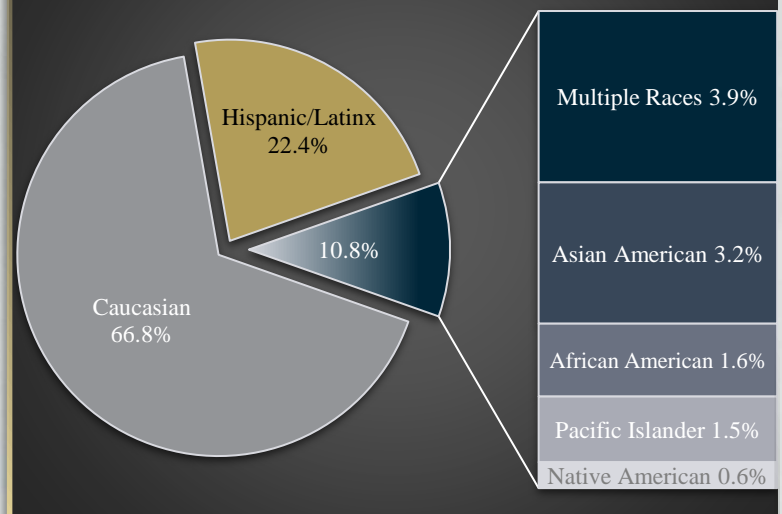
### UTAH STUDENT DEMOGRAPHICS, SY2022

N = 675,959



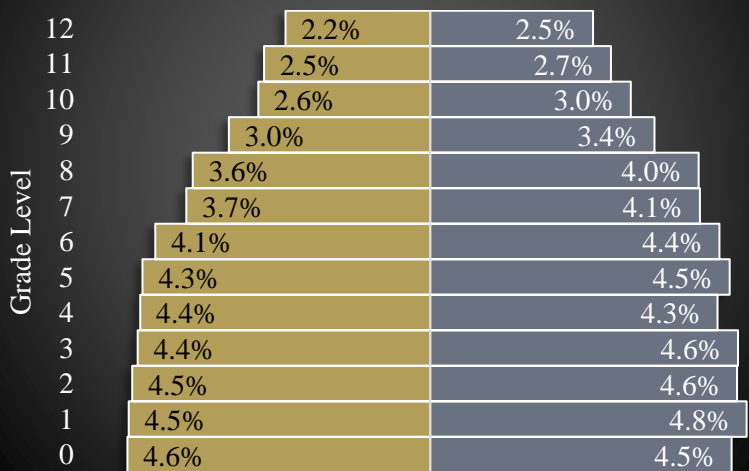
### CHARTER SCHOOL DEMOGRAPHICS, SY2022

N = 77,786



### CHARTER SCHOOL POPULATION GRADE & SEX, SY2022

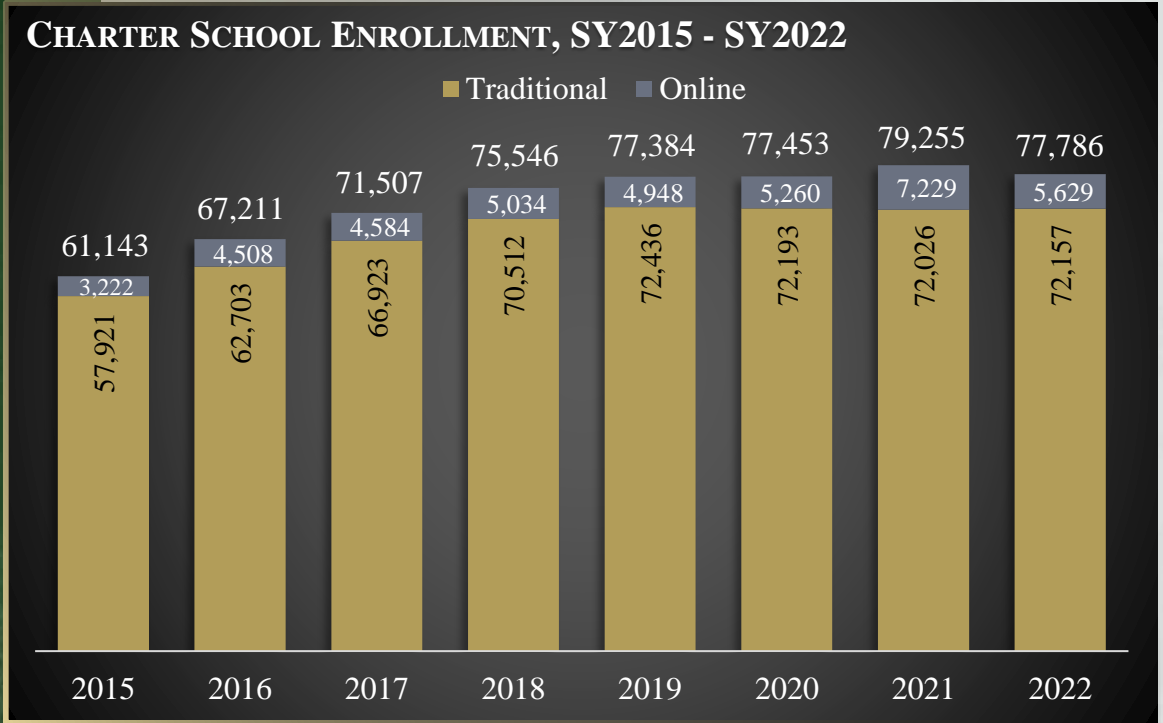
Female: 48.5% Male: 51.5%



## CHARTER SCHOOL ENROLLMENT, SY2015 - SY2022

The demand for quality online education was growing even before the COVID-19 pandemic. Between SY2015 and SY2019, online enrollment was growing at rate of 11.2% per year. Excluding the unusual enrollment bump in SY2021, which allowed online charter schools to temporarily raise their enrollment cap, online enrollment grew by 7% from SY2020 and SY2022.

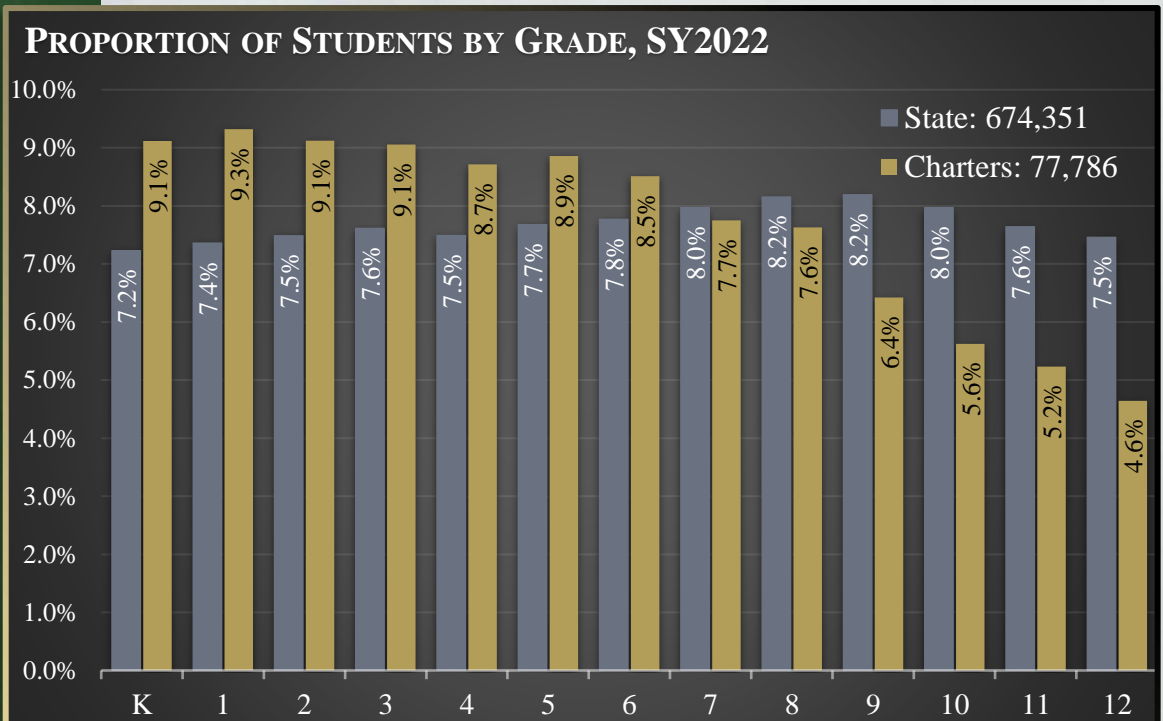
Although the demand for online education is increasing, traditional brick-and-mortar schools remain popular with 83.5% of the average annual enrollment growth.



### Enrollment

Enrollment is a vital charter school indicator. Rising enrollment indicates that more parents and students are taking advantage of school choice. In addition to school funding, adequate enrollment is necessary to implement the full educational model a school proposed in its charter application. As of October 1<sup>st</sup>, 2021, there were 77,786 students enrolled in Utah's 137 charter schools. That figure accounts for 11.5% of all Utah K-12 public school students. Since SY2015, charter schools have grown on average by 2,338 students per year, i.e., an average annual growth rate of 3.6%.

Charter school enrollment is not evenly distributed across grade ranges compared to the state as a whole. 62.7% of all charter school students are enrolled in grades K-6. In contrast, only 52.6% of Utah's total students are in the same grades. This distribution may suggest opportunities for new charter schools serving grades 7-12, using educational models such as early college or the International Baccalaureate program.



# Performance

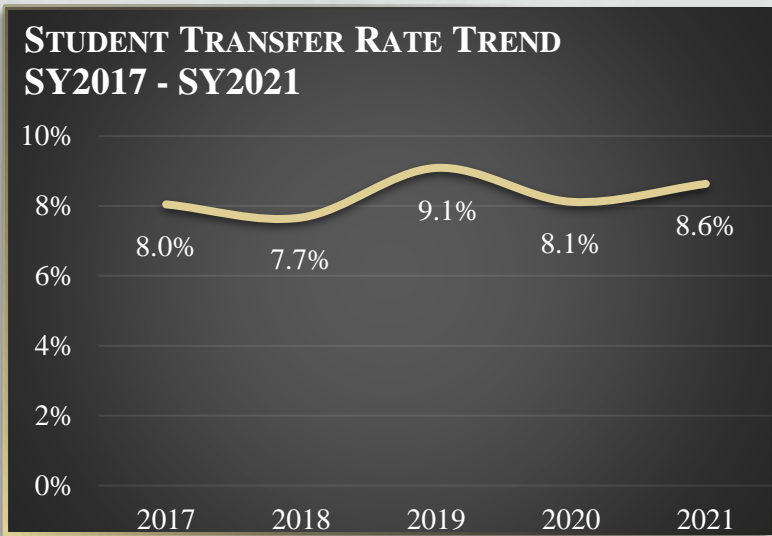
## Charter School Performance

### Transfer & Retention Rates

Transfer and retention rates measure student attrition. Transfer rate is an indicator of churn, and it measures the percentage of students exiting a school within the school year. Retention rate is an indicator of continuity, and it measures the percentage of students who re-enroll in the same school the following year. Moving to a new school, especially during the school year, can significantly disrupt learning.

#### Transfer Rates

SCSB's charter schools had a transfer rate of 8.6% in SY2021, an increase of 0.5% over SY2020. Of the transferring students, 70.9% transferred to a traditional district school within the state. Despite substantial variability in transfer rates, ranging from 0.8% to 30.4%, the highest transfer rate improved by 9.1% since SY2017. 80.5% of charter schools met SCSB's two-part transfer rate metric in SY2021:

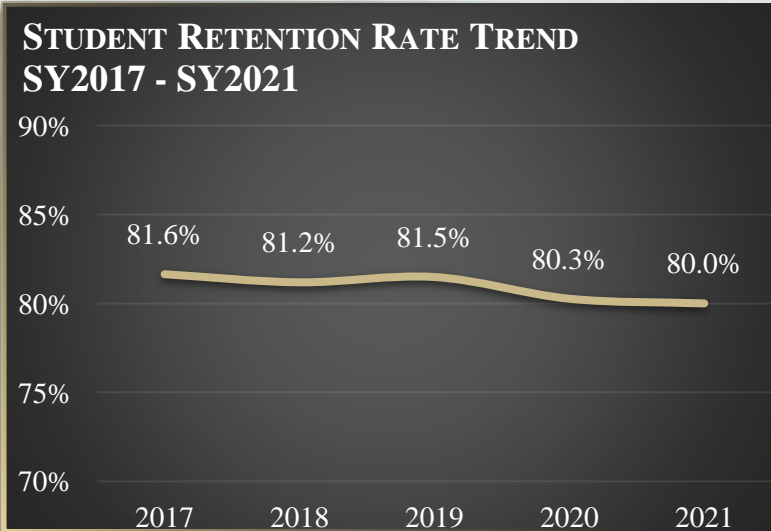


- End of year transfer rate less than or equal to 20%
- No more than 4% higher than the prior year's rate

#### Retention Rates

SCSB's charter schools also retained most of their students from SY2021. Overall, charter schools kept 80.0% of their students, a decrease of 0.3% from the prior year. Retention rates varied between 52.4% and 93.8% in SY2021, consistent with the last five years. 88.1% of charter schools met SCSB's two-part retention rate metric in SY2021:

- Year over year retention rate greater than or equal to 60%
- No more than 7% lower than the prior year's rate



### School Spotlight

Transfer Rate:

- North Star Academy: 0.8%

Retention Rate:

- Thomas Edison Academy: 93.6%



# Pandemic Effect:

The term ‘pandemic effect’ describes the collateral impacts that COVID-19 has had on academic performance and overall student learning. The effect’s impact is most evident in SY2021’s standardized tests, with students scoring significantly lower than prior cohorts at the same grade level. The Utah State Board of Education’s full report entitled *Exploring the effects of the COVID-19 pandemic on student achievement in Utah* provides a detailed analysis of this phenomenon and its implications for RISE testing.

USBE’s report concludes that its findings may underestimate the actual pandemic effects because it is based only on students who participated in SY2021 assessments. Follow up analyses are necessary. The report’s findings, however, affirm the necessity of ongoing learning recovery assistance for all Utah students. It also underscores the urgency of identifying the missing students and other traditionally lower-performing student groups to give targeted support to prevent academic spiraling.

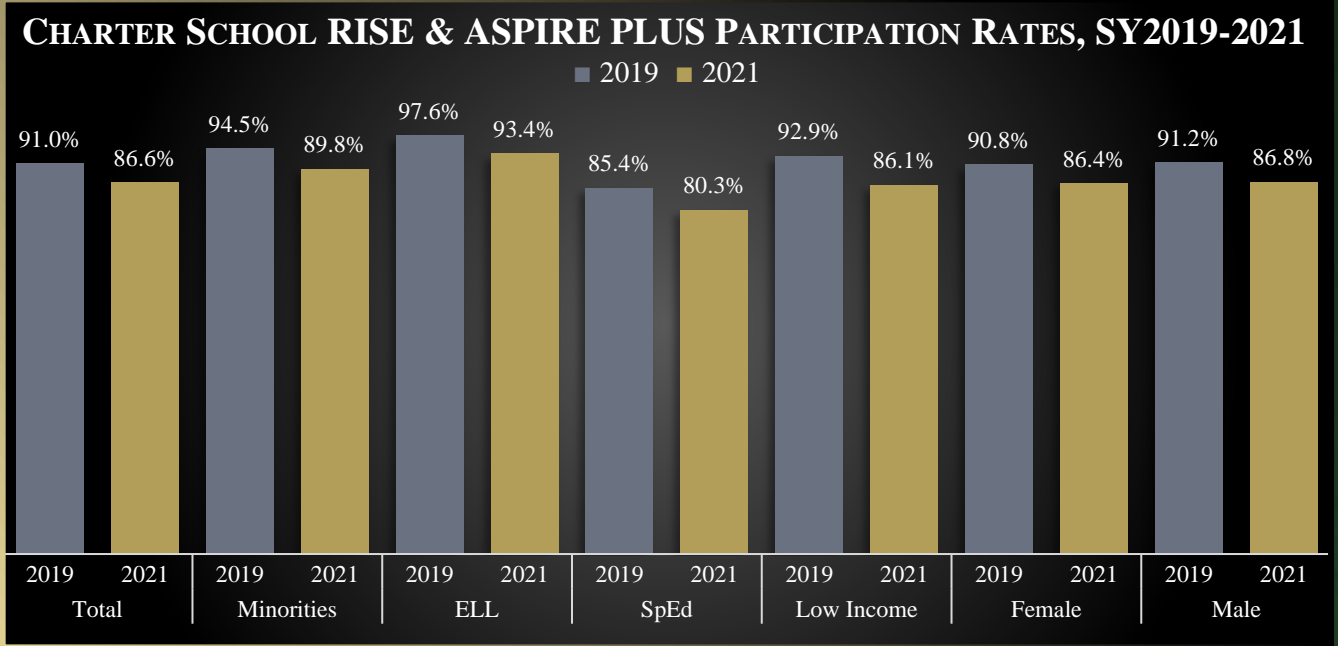
## Standardized Testing

Utah charter schools offer expanded educational opportunities for families and their students. Families choose charter schools because they provide alternatives in curricular focus, geographic location, diversity, school size, safety, and school culture. However, the most significant reason families choose charter schools is because they provide a competitive education that produces exceptional outcomes. Charter school authorizers ensure that schools meet state and federal performance standards and hold them accountable to their chartered academic goals.

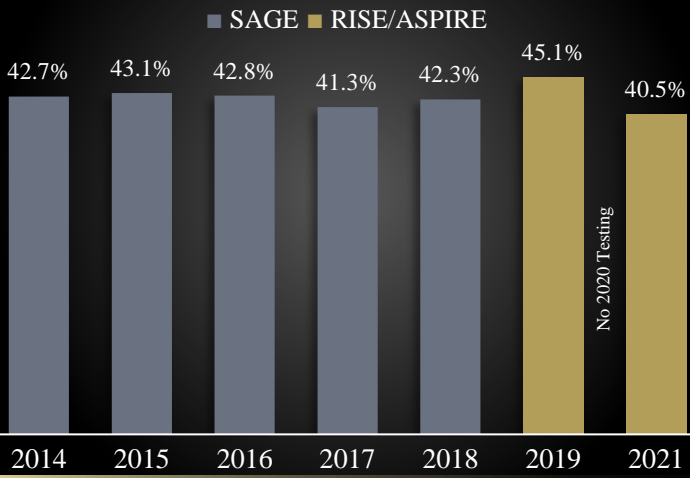
### RISE & ASPIRE PLUS Participation and Proficiency

According to the Utah State Board of Education’s *Exploring the effects of the COVID-19 pandemic on student achievement in Utah* report, fewer students participated in SY2021 RISE and ASPIRE PLUS assessments compared to SY2019. Lower participation for historically underperforming groups of students was substantial. Further, student performance was notably lower in SY2021 compared to SY2019. These declines were significant across all grades, subject areas, and subgroups. These findings also suggest lower test participation rates contributed to lower proficiency rates in SY2021.

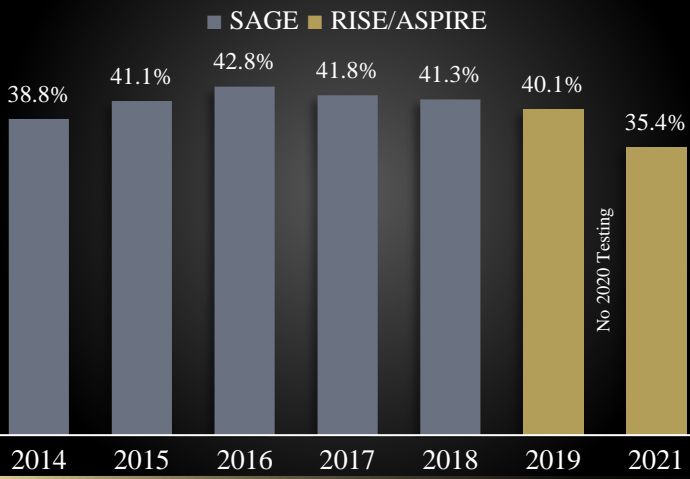
The total student participation rate of charter school students in grades three through eight in the RISE assessments and nine and ten in the ASPIRE PLUS assessments declined by 4.4% from SY2019. USBE indicated that the total RISE



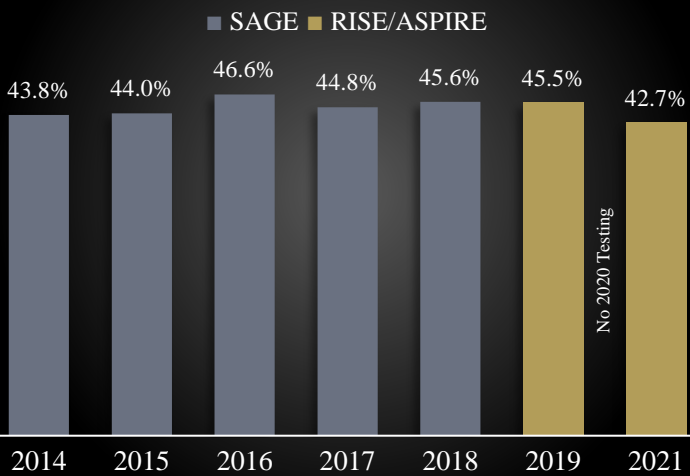
### CHARTER SCHOOL SAGE/RISE & ASPIRE PROFICIENCY RATES IN LANGUAGE ARTS



### CHARTER SCHOOL SAGE/RISE & ASPIRE PROFICIENCY RATES IN MATHEMATICS



### CHARTER SCHOOL SAGE/RISE & ASPIRE PROFICIENCY RATES IN SCIENCE



Charter School Subgroup Proficiency Rates, 2019 and 2021

	Language Arts		Mathematics		Science	
	2019	2021	2019	2021	2019	2021
Minority	33.1%	28.5%	28.6%	23.8%	32.3%	29.4%
ELL	12.6%	9.2%	14.3%	10.6%	12.3%	11.4%
SpEd	16.9%	14.9%	15.1%	13.4%	20.6%	18.7%
Low Income	32.2%	27.3%	27.9%	22.4%	32.5%	29.0%
Female	47.5%	42.9%	37.2%	32.0%	42.7%	39.6%
Male	41.6%	37.7%	41.0%	37.6%	46.3%	44.7%

participation rate in Language Arts declined from 96% to 91%. USBE revealed that the overall RISE participation rate in Mathematics decreased from 95% to 91%. Participation rates for science were not ready in time for that report's publication.

Aggregated student proficiency rates on standardized RISE assessments are fundamental indicators of a charter school's academic performance. Proficiency levels reflect the extent to which students have met particular testing criteria in a given subject area. SY2021 proficiency rates show a pandemic effect decrease in all three subject areas compared to SY2019.

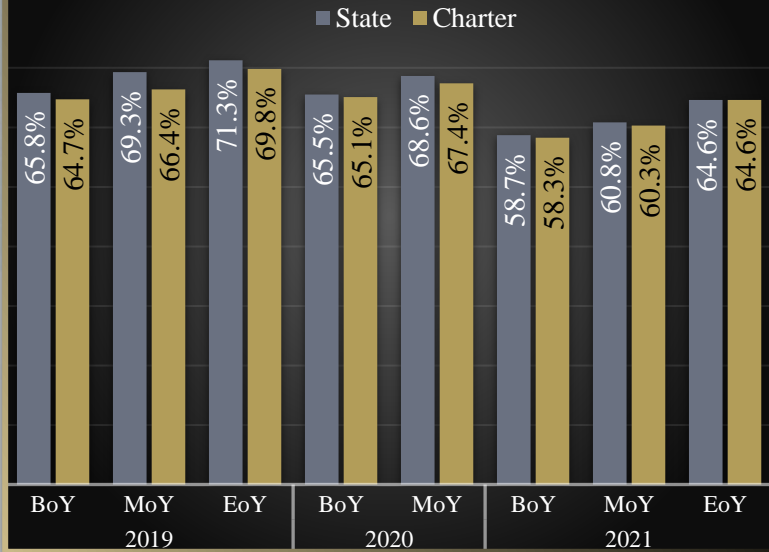
Despite several charter schools being among the most proficient in the state, there is wide variability in proficiency rates across schools and between years. Between SY2019 and SY2021, the Language Arts proficiency range widened from 81.9% to 84.7%. Also, the Mathematics proficiency range shrunk from 82.6% to 78.0%. The Science proficiency range shrunk from 79.8% to 77.4, too. On average, proficiency at the extremes declined by 3.1% in each subject. Finally, subject area proficiency fell by 4.1% on average at each quartile.

Dispersion of Charter School Proficiency Rates, 2019 and 2021

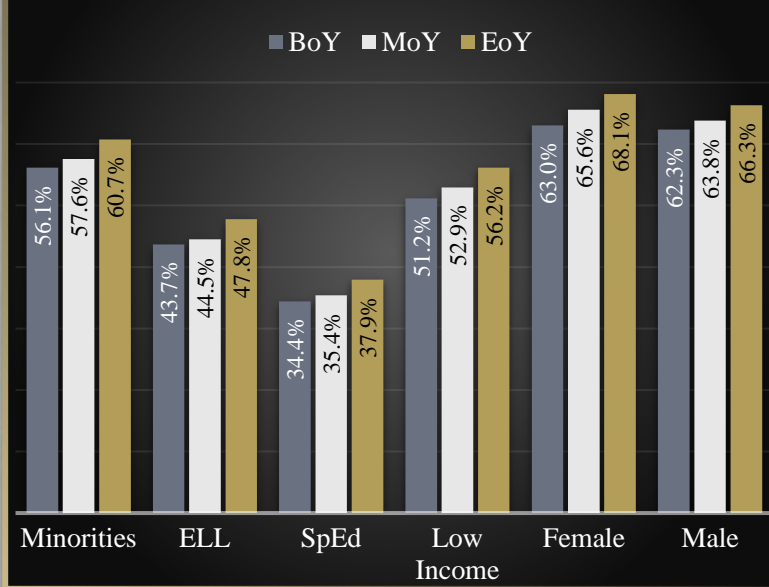
	Language Arts		Mathematics		Science	
	2019	2021	2019	2021	2019	2021
Minimum	3.6%	0.0%	0.0%	0.0%	3.4%	0.0%
25th Percentile	33.0%	29.0%	23.0%	19.9%	27.2%	27.9%
50th Percentile	44.5%	39.7%	37.5%	28.2%	44.1%	39.6%
75th Percentile	55.2%	50.1%	51.4%	48.3%	57.4%	53.6%
Maximum	85.6%	84.7%	82.6%	78.0%	83.2%	77.4%



### K-3 ACADIENCE READING AT OR ABOVE BENCHMARK AT BEGINNING, MIDDLE, AND END OF YEAR, SY2019-SY2021



### K-3 ACADIENCE SUBGROUPS READING AT OR ABOVE BENCHMARK AT BEGINNING, MIDDLE, AND END OF YEAR



### ACADIENCE

ACADIENCE Reading assesses essential skill development of early grade school students three times each year. The reading component is an in-depth diagnostic of literacy skills that assists educators in isolating possible reasons a student may struggle with reading progress.

As mentioned previously, the pandemic has impacted student learning, including grades as early as K-3. Because schools administer ACADIENCE reading diagnostics three times per year, we can see the pandemic effect more clearly than in assessments administered only at the end of the year. While we do not have end-of-year test data for SY2020, it is interesting that its middle-of-year testing occurred, and the results are comparable to the previous year's. Comparing SY2020's middle-of-year (MoY) tests to SY2021's MoY tests suggest that early grade school students may have been setback between 7% to 8%.

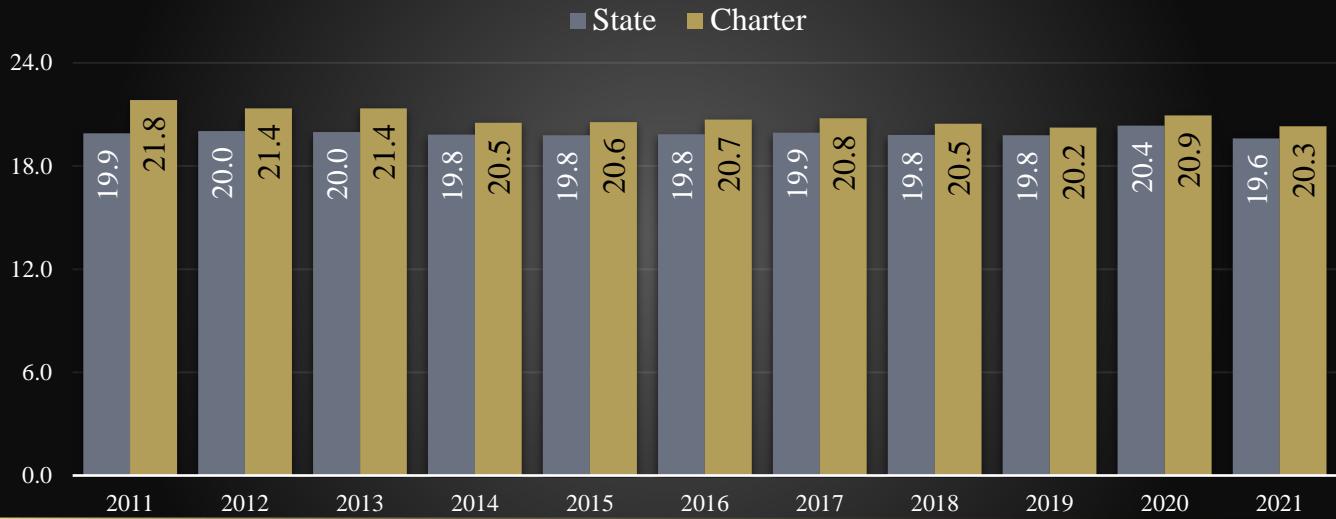
ACADIENCE Reading diagnostic scores vary widely between charter schools. Unsurprisingly, schools with more English Learners and Students with Special Needs tend to score in the lowest quartile. Remarkably, charter schools at the 50<sup>th</sup> percentile appeared to be catching up to prior cohorts at a slightly faster rate than those at the 75<sup>th</sup> and much quicker than the 25<sup>th</sup> percentile.

*Dispersion of Charter School Rates of Students Reading At or Above Benchmark, SY2019-SY2021*

	2019			2020			2021		
	BoY	MoY	EoY	BoY	MoY	EoY	BoY	MoY	EoY
Minimum	31.82%	31.30%	32.56%	36.61%	32.97%	-	28.85%	26.67%	32.17%
25th Percentile	53.79%	54.01%	58.41%	54.36%	53.72%	-	48.50%	50.00%	54.04%
50th Percentile	63.64%	65.28%	68.75%	65.19%	65.43%	-	55.86%	58.93%	63.44%
75th Percentile	71.48%	75.51%	77.86%	72.05%	76.55%	-	66.19%	68.37%	73.57%
Maximum	86.73%	93.37%	96.94%	86.45%	93.00%	-	84.18%	88.78%	88.26%



## AVERAGE COMPOSITE ACT SCORES, SY2011-SY2021

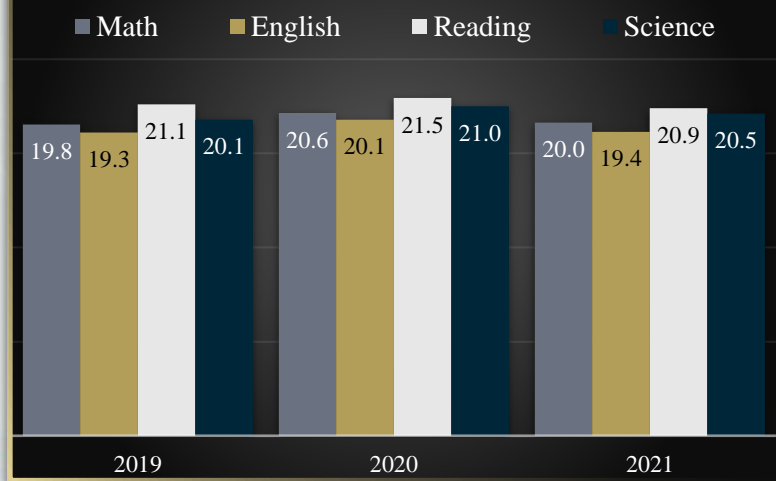


ACT: American College Testing

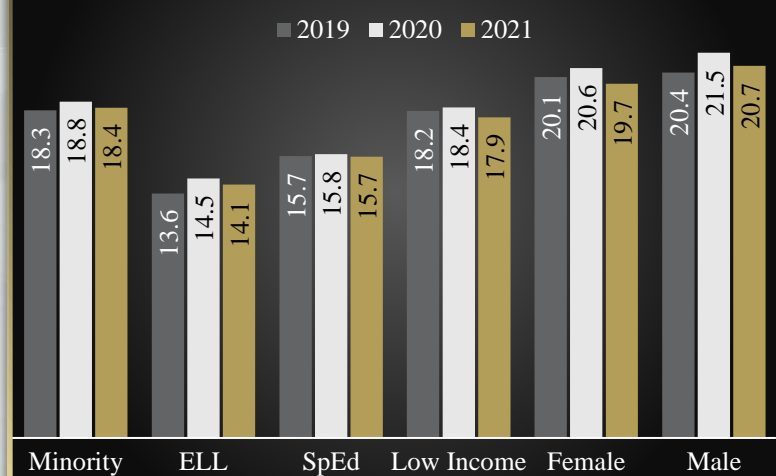
The ACT is a standardized test used for college admissions. It covers four fundamental academic skillsets: English, reading, mathematics, and scientific reasoning. For most of the last decade, juniors attending chartered high schools in Utah have enjoyed an overall 0.9-point advantage on the ACT. This advantage could mean the difference between college admission or scholarships. In SY2021, Charter school students performed exceptionally well on the English section scoring 0.9-points and 0.7-points higher on reading than the state average. They also scored 0.7-points higher on both math and science on average. Notably, charter school student subgroups scored higher overall than their state peers on average:

- English Learner: +0.7
- Low Income: +0.7
- SpEd: +1.4
- Minorities: +1.5

## AVERAGE CHARTER SCHOOL ACT SCORES BY SECTION, SY2019-SY2021

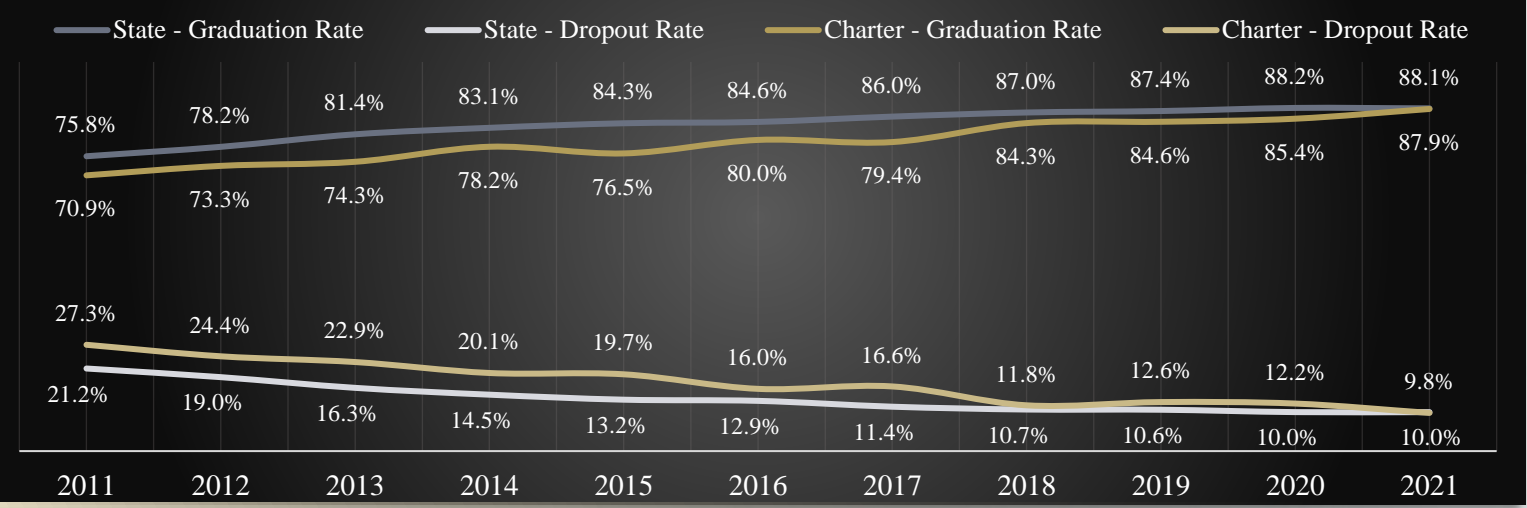


## AVERAGE ACT SCORES OF CHARTER SCHOOL SUBGROUPS, SY2011-SY2021

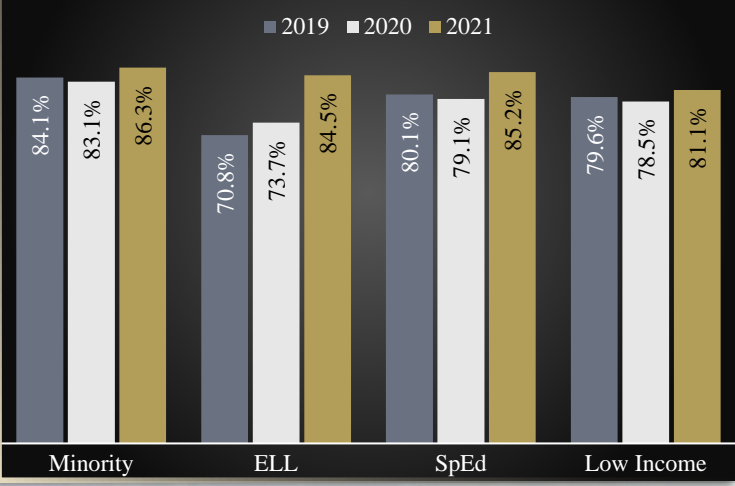




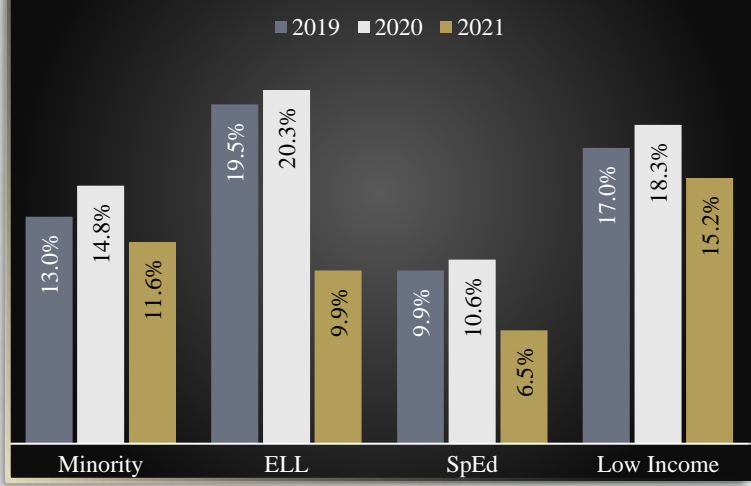
# HIGH SCHOOL GRADUATION & DROPOUT RATES, SY2011-SY2021



## GRADUATION RATES OF CHARTER SCHOOL SUBGROUPS, SY2019-SY2021



## DROPOUT RATES OF CHARTER SCHOOL SUBGROUPS, SY2019-SY2021



### Graduation Rate

High school graduation is the culmination of a student’s successful completion of secondary schooling. Despite the pandemic, charter school graduation rates have remained steady. Currently, students can graduate from 51 charter schools across Utah. Not only can students earn a High School diploma at these schools, but 64.5% of charter schools also offer a head start on college studies by completing Concurrent Enrollment courses, passing Advanced Placement tests,

and participating in the International Baccalaureate program.

In SY2021, there was no statistical difference in graduation and dropout rates between charter schools and the state overall. Although female graduation rates were not available for this report, graduation rates for all other key demographics were up. Also, dropout rates for key demographics were down.



# SCSB Performance

## State Charter School Board Performance

### Strategic Plan

#### MISSION

*Advancing choice, innovation, and student success through rigorous authorizing and supportive oversight.*

#### VISION

*Every student has access to an excellent education that meets their unique learning needs.*

#### CORE VALUES

- **Students First:** In all decisions, we first and foremost assess the impact on students. We are committed to superior results and engage in practices where students succeed academically and are prepared for the future.
- **Choice:** We provide choices for parents and students and leverage limited resources to provide the best possible education experience for school children.
- **Innovation:** We foster the development of a vibrant, diverse, and sustainable statewide system of high-performing public charter schools that foster innovation and experimentation. We work to share successful charter school educational innovations with other public schools.
- **Academic Excellence:** We are committed to superior academic results and engage in practices that produce the highest quality outcomes in all our endeavors. We are advocates for high-quality charter schools. We encourage the growth and expansion of successful, high-performing charter

schools and work with low-performing schools to identify and make necessary improvements.

- **Autonomy and Accountability:** We understand that autonomy is essential for innovation, experimentation, and diverse approaches to educating students. We encourage and support charter school autonomy with accountability and work with schools to ensure that they stay true to their charters. We hold schools accountable for the education of their students and their stewardship of public funds.

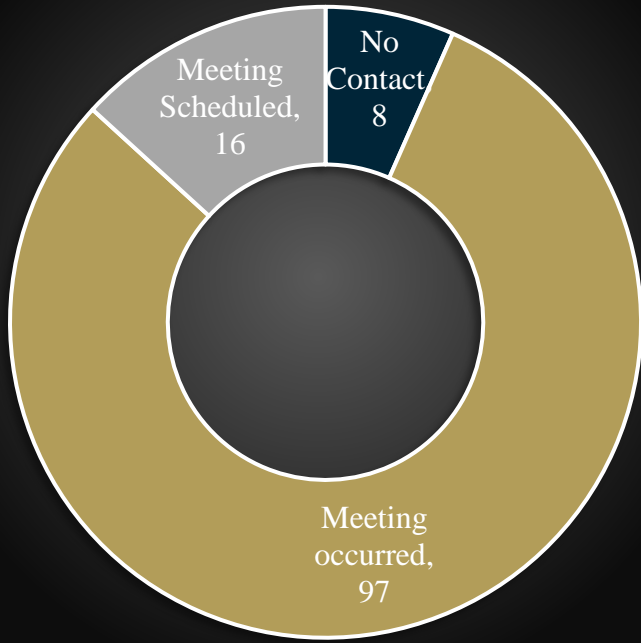
#### GOALS

- **Communicate:** By January 2022, one or more Utah State Charter School Board members or USCSB staff members will have met with 100% of schools.
- **Support:** From September 2020 to January 2022, 50% of charter governing board members will be trained on the expectations of governing board members and effective school governance.
- **Monitor:** By the end of SY2023, all charter LEAs authorized by the SCSB will have all required policies publicly available, posted meetings, minutes, and recordings as required by the Open and Public Meetings Act. Schools not meeting these goals will be placed on Warning or Probation.
- **Innovate:** The SCSB portfolio of charter schools will exemplify Utah's commitment to providing students with unique pedagogies and evidence-based practices that will ensure they receive the best education possible. For the 2025-2026 cohort, the SCSB will begin publishing new models and practices to inspire new school applications. Further, the SCSB will increase the percentage of SCSB schools in the top 100 schools in the state.



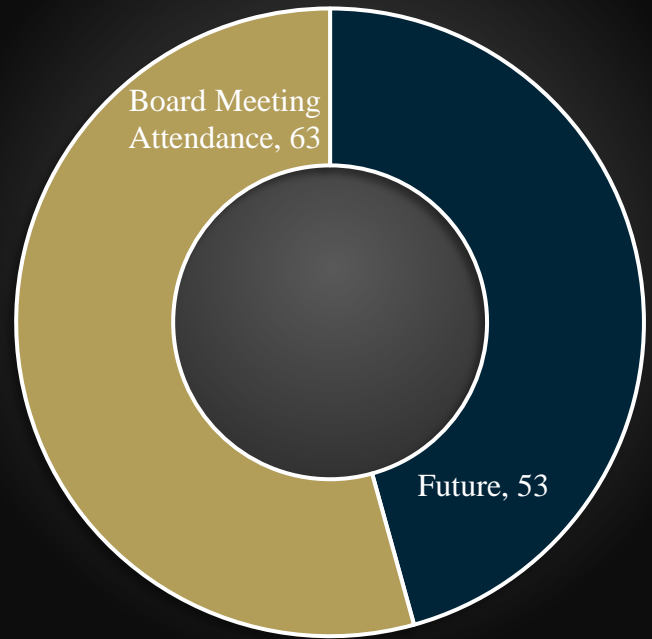
## SCHOOL VISITS, SY2020-2021

■ No Contact
 ■ Meeting occurred
 ■ Meeting Scheduled



## BOARD MEETING ATTENDANCE, SY2020-2021

■ Future
 ■ Board Meeting Attendance



### Communicate

*By January 2022, one or more Utah State Charter School Board members or SCSB staff members will have met with 100% of schools.*

In early 2021, SCSB hired two and a half portfolio managers. Portfolio managers are crucial liaisons between the SCSB and chartered local education agencies (LEA). In addition to leading five-year comprehensive reviews and oversight campaigns, a portfolio manager's job is as a hybrid caseworker, diagnostician, and problem-solver. They work with schools to identify deficiencies or concerns and connect them with the support they need. The philosophy of a portfolio manager is to help schools prevent minor problems from becoming significant issues later.

As of December 2021, an SCSB member, or staff, has met with all 103 charter LEAs. By June 2021, portfolio managers had met 97 times with charter school leaders either in person or online. They had also attended 63 governing board meetings. Since June, portfolio managers have attended or reviewed at least one governing board meeting for each chartered LEA.

### Support & Authorization

*From September 2020 to January 2022, 50% of all charter school board members will train on the expectations of a governing board member and effective school governance.*

#### Training and Support Offerings:

The SCSB worked to increase training and support offerings to schools during SY2021. The following outcomes were noted:

- A total of 73 support and training offerings were available to the SCSB portfolio of schools, which is an average of 6 per month.
- Directors Meeting attendance rose to an average of 102 participants per month.
- Board Member Monthly Meeting was introduced and had an average of 18 participants per month.
- 29 individuals attended Pre-Proposal Information Sessions and Training.
- 10 individuals attended Satellite Application Information Sessions and Training.



**UAPCS:**

The SCSB contracted the Utah Association of Public Charter Schools (UAPCS) to provide training in Administrative Best Practices.

- Administrative Best Practices Fall Retreat had 37 participants.
- Aspiring Charter Executive Seminars had 41 participants.
- Regional Seminars had 146 total participants.
- Monthly Admin Training averaged 8 participants per session

UAPCS also provides mentoring and training assistance to pre-operational and operational schools under a contract with the SCSB.

**Ed Direction:**

SCSB contracted with Ed Direction to provide training in Teaching Best Practices. This training is a 3-part series with October, January, and April sessions.

- Teacher Best Practices has had a total of 66 participants so far.

**Brian Carpenter:**

SCSB contracted with renowned charter school expert Brian Carpenter to provide training in Risk Management to governing boards and leadership teams.

- 151 total participants
- 18 recording requested

**New Schools, Expansions, and Satellites:**

During School Year 2020-2021 (SY21), the SCSB increased the rigor of its

new school, expansion, and satellite application process.

**Start-Up and Implementation Funds:**

The purpose of the Startup and Implementation Grant is to provide financial assistance for planning, program design, and initial implementation of new charter schools, including satellite and replication campuses. The Startup and Implementation Grant is based on [UCA §53F-2-705](#).

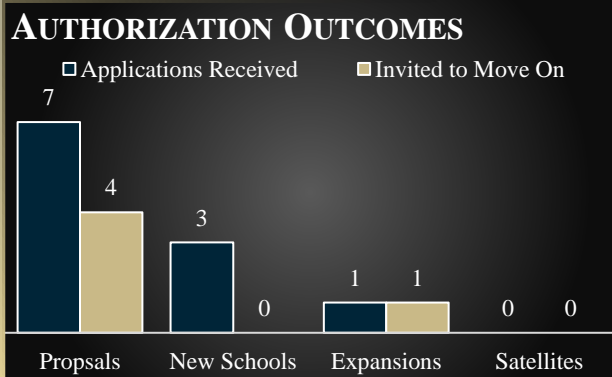
SCSB awarded a total of \$983,000 to the following schools in SY2021:

*Startup and Implementation Grant FY2021 Awards*

Charter School	Award
Advantage Arts Academy	\$150,000
Ascent Academies of Utah	\$143,250
Bridge Elementary	\$149,250
Freedom Academy	\$150,000
Monticello Academy	\$100,000
Mountain Sunrise Academy	\$140,500
Wallace Stegner Academy	\$150,000
<b>Total:</b>	<b>\$983,000</b>

**New School Support: Financial Training**

SCSB staff provides support to educate new schools about school finance. They help support schools by answering their financial questions during the application process. In addition, staff shows them where to find and analyze historical funding and program trends for comparable schools.



**Monitoring & Oversight**

By the end of SY2023, all charter LEAs authorized by the SCSB will have all required policies publicly available, posted meetings, minutes, and recordings as required by the Open and Public Meetings Act (OPMA). Schools not meeting these goals will be placed on Warning or Probation.



*Open and Public Meeting Act Audit of Charter School Websites*

<i>Category</i>	<i>Issues</i>
Policies	4
Bylaws	13
Monthly Budget Reports	19
Board Member Qualifications	9
Board Member Contact	4
Pending Minutes	8
Approved Minutes	3
Charter	13
Public Materials	18
Calendar	1
Meeting Notices	1
<b>No Issues</b>	<b>42</b>

**OPMA Oversight Campaign**

One of the goals we at the SCSB had was to monitor the websites from all the LEAs to ensure compliance with Utah’s Open and Public Meetings Act. The purpose of this goal wasn’t just to watch for the sake of monitoring. We set it hoping that each LEA would become more mindful of their responsibility as governing bodies using tax dollars to operate with integrity and transparency. We are thrilled with the progress we’re making on this front.

In SY2021, we conducted our first oversight campaign, which is the term we ascribed to unilaterally addressing deficiencies across LEAs instead of handling them as they occur on an individual basis. This campaign proved to be exceptionally efficient and effective. Our campaign included a preliminary review to identify trends, monthly communication, additional training, support offerings, and collaborative website reviews. At a pre-determined deadline, a rubric was given, and every LEA had multiple parties review their websites.

SCSB’s initial review found that LEAs were not meeting OPMA requirements. After

all our efforts, 42 LEAs were able to make changes to comply with OPMA. The remaining LEAs were mostly in compliance with a few significant trends appearing. First, we learned through this process that many LEAs lacked clarity on the differences between Bylaws and Policies. We have determined that Policy training will be one of our priorities in 2022. The other issues were primarily minor or inconsistent with how LEAs tracked meetings. Each of these LEAs will be receiving written communication explaining the deficiency and resources for corrective action.

**Program Accounting Risk Assessment**

*Background*

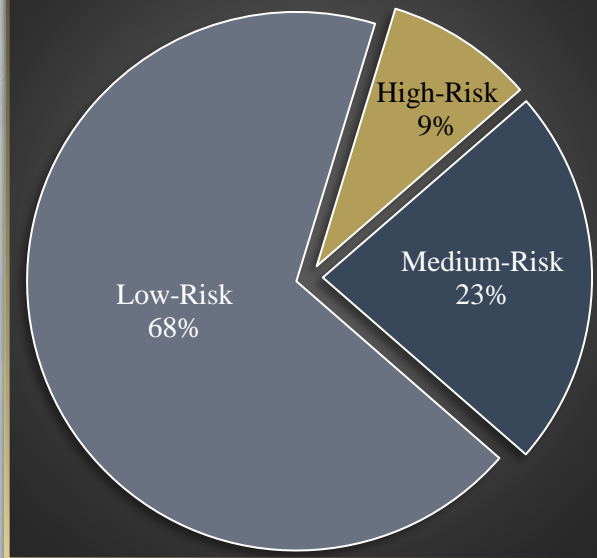
SCSB’s staff conducted a risk assessment to evaluate the level of non-compliance with Program Accounting within the Local Education Agencies (LEA) that the SCSB authorizes. For this assessment, SCSB staff sent out a questionnaire that each LEA’s Business Manager completed. The goal was to group each LEA into one of the three categories: Low-Risk, Medium-Risk, or High-Risk for non-compliance with Program Accounting requirements.

*Scoring Methodology*

SCSB staff developed a scoring system to analyze the response for each question listed in the questionnaire. Some questions such as, “What is your LEA name?” or “Please share any additional comments or concerns that you may have regarding program accounting.” were not scored, as those were gathered for informational purposes only. In total, 13 questions were scored. Questions deemed more important had a scoring range from -2 to 2, while all other questions had a range from -1 to 1. Each question was given either a negative or a positive score, and none of the questions were scored with a zero. SCSB staff grouped each LEA into three categories based on the total score.



## CHARTER SCHOOL PROGRAM ACCOUNTING RISK ASSESSMENT



- **Low-Risk:** These LEAs had a total score of 13 or higher, demonstrating that they averaged an acceptable or low-risk response to all questions scored.
- **Medium-Risk:** These LEAs had a total score between 7 and 12, which is above the High-Risk LEAs but below the Low-Risk LEAs.
- **High-Risk:** These LEAs had a total score of 6 or lower, demonstrating that they averaged an acceptable or low-risk response to less than half of the questions scored.

### Summary and Next Steps

Out of 101 LEAs, 69 LEAs (68%) were categorized as Low-Risk for non-compliance with Program Accounting; 23 LEAs (23%) were categorized as Medium-Risk for non-compliance with Program Accounting, and 9 LEAs (9%) were classified as High-Risk for non-compliance with Program Accounting. 2 LEAs did not respond to the risk assessment questionnaire.

The Low-Risk LEAs were sent an email notifying them of their risk assessment categorization and thanking them for demonstrating compliance with Program Accounting. Medium-Risk LEAs were sent an email outlining the items that put them in

Medium-Risk, and the SCSB provided guidance to help reduce their risk. High-Risk LEAs were issued a Notice of Concern (NOC) where SCSB staff outlined why they were assessed as such. In addition, the High-Risk LEAs met with SCSB staff to further discuss their risk assessment and allow SCSB staff to provide targeted support to help reduce their risk of non-compliance.

### CSAF Oversight

Only an approved authorizer who promotes, annually reviews, and regularly evaluates school performance may authorize charter schools. Authorizers hold charter schools accountable for their performance following statutes, administrative rules, and each school's unique charter agreement.

SCSB upholds stringent standards of authorization and oversight to ensure that charter schools use public funds as intended. By maintaining high standards, SCSB ensures the long-term viability of schools and mitigates potential underperformance using the Charter School Accountability Framework (CSAF).



*New CSAF Issues/Actions opened and closed within SY2021*

	<i>Opened</i>	<i>Closed</i>
Complaints	118	80
Compliance Monitoring	69	46
Research & Reviews	313	188
Notices of Concern	27	17
Warnings	2	0
Probations	1	1

*Note: Excludes issues opened in the prior year*

*Annual Review and Certification*

Annual Review certifications are metrics in school achievement, enrollment, finance, and governance. Following a yearly internal assessment, a school’s governing board and chief administrator certify that it

*Unmet Certifications, SY2019-SY2021*

<b>Certifications</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Charter school goals are evidence- and research-based, relevant to the school’s mission and vision, measurable, data is available, appropriate to the school’s target population, and overall academic-focused	3	0	0
School regularly reviews progress on charter goals	2	0	2
All board members participate in a minimum of 3 board trainings a year, including one on the Utah Public Notice Website §52-4-104	9	3	2
All board members have background checks on file according to §53G-5-408	5	3	5
Maintain the number of board members as specified in the charter	3	5	4
Hold a minimum number of meetings as specified in the charter	3	0	0
All meetings are correctly noticed according to §52-4-202	2	0	1
Recordings available for all meetings within 3 days of holding the meeting according to §52-4-203	4	1	2
Minutes are available for all meetings and are posted within 30 days of the meeting according to §52-4-203	3	1	2
If meetings are closed, they are done according to §52-4-204 through §52-4-206	2	0	0
Board receives a monthly financial report according to §53G-7-309	2	0	0
Director reports to the board at every regularly scheduled board meeting	2	0	0
Board has written expectations for executive director	6	0	0
Board conducts an annual evaluation of the executive director	8	3	0
The school has identified and implemented generally accepted internal financial controls	2	0	0
State-accepted procurement practices are implemented and adhered to	3	0	0
School meets at least 70% of charter goals and shows progress on any goals not met	5	2	3
<b>Total Concerns</b>	<b>64</b>	<b>18</b>	<b>21</b>

has complied with statutes, administrative rules, and the terms of its charter agreement. SCSB then verifies its submission. SCSB may initiate and escalate CSAF actions to remediate a situation when it discovers that a school failed to self-report a problem. However, schools that self-report problems quickly receive additional support to resolve the issue without penalty.

- 82 of 100 LEAs completed certifications in SY2020
- 86 of 103 LEAs met all certifications in SY2021



Annual Review Performance Indicators

SCSB monitors several key health performance indicators. There are two categories of indicators: Finance and Enrollment. Enrollment roughly equates to a charter school's revenue, while finance is how schools manage it.

*Finance Indicators*

There are four financial indicators that SCSB monitors. Unrestricted Days Cash on Hand measures the number of days a school could meet its operating expenses. It demonstrates how long a school can meet its financial obligations before receiving its monthly allotment funding. The debt to asset ratio measures the number of liabilities a school owes versus its assets. It demonstrates how much the school relies on debt to fund short and long-term financial obligations. The current ratio depicts the relationship between a school's existing assets and current liabilities (within one year). It demonstrates a school's ability to pay its obligations over the next twelve months. Total Number of Audit Findings is the number of audit findings auditors found in the school's audited financial statements. Findings may be considered significant or material. A school's audited financial statements should have no audit findings and demonstrate that its financial statements are accurate and complete, which is necessary for evaluating its financial health.

*Annual Review Performance Indicators*

<b>Finance Indicators</b>	116	119	119
<b><i>Unrestricted Days Cash on Hand</i></b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Target: Above 30 days	113	117	135
Change from previous year	—	4%	15%
<b><i>Debt-Asset Ratio</i></b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Target: Less than 1	0.82	0.79	0.79
Change from previous year	—	-4%	0%
<b><i>Current Ratio</i></b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Target: Greater than 1	5.36	6.00	4.45
Change from previous year		12%	-26%
<b><i>Total Number of Audit Findings</i></b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Target: No Audit Findings	22	37	31
Change from previous year	—	68%	-16%

**Enrollment Indicators**

<b><i>Transfer Rate (% Met Target)</i></b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Target: End-of-year transfer rate ≤ 20% and no more than 4% higher than prior year's rate	89.1%	84.9%	83.7%
Change from previous year	—	-4%	-1%
<b><i>Retention Rate (% Met Target)</i></b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Target: Year-to-year retention rate ≥ 60% and ≤ 7% lower than prior year's rate	92.4%	88.2%	89.3%
Change from previous year	—	-4%	1%
<b><i>Enrollment Trend (% Met Target)</i></b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Target: October 1 count ≥ 90% of prior year	88.3%	75.2%	92.1%
Change from previous year	—	-13%	17%
<b><i>Average Daily Membership (% Met Target)</i></b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Target: End-of-year ADM ≥ 90% of October 1 count	100%	100%	100%
Change from previous year	—	0%	0%

*Enrollment Indicators*

SCSB sets targets for four enrollment indicators. These indicators include within-year student transfer rates, between-year retention rates, year-to-year enrollment trends, and Average Daily Membership (ADM).





Although SY2020 saw drops in three of the four indicators, SY2021 saw a rebound. Still, it may take some time before all SCSB schools return to pre-pandemic levels.

### Innovate

*The SCSB portfolio of charter schools will exemplify Utah's commitment to providing students with unique pedagogies and evidence-based practices that will ensure they receive the best education possible. For the 2025-2026 cohort, the SCSB will begin publishing new models and practices to inspire new school applications. Further, the SCSB will increase the percentage of SCSB schools in the top 100 schools in the state.*

### Encouraging New Models and Practices

SCSB encourages quality charter applications that emphasize academic excellence, a sound business model, and show community support. Most crucially, applications must offer an innovative and unique model providing students with a competitive education and exceptional experiences.

Although new charter school authorization has always placed quality over quantity, the pandemic reinforced the importance of a rigorous authorization process. The pandemic inadvertently revealed some systemic concerns, which led to a temporary pause on authorizations. Yet, it also uncovered which qualities make schools resilient and thrive long-term. As the rate of new school approvals begins to return to normal, SCSB has committed to ensuring that all applicants instill these qualities in their schools from the onset.

A previous section of this report provided an overview of SCSB's school educational model categories and their geographic concentration. There were two general findings. First, SCSB is becoming more diverse over time, but nearly one-third of its charter schools have similar education

models. Most of its schools tightly cluster within the Salt Lake metropolitan area, leaving some communities that could support a charter school underserved. To continue to diversify its portfolio, SCSB will begin requesting proposals for schools with educational models not currently found in Utah and encouraging applicants to locate in underserved areas of the state.

### Promoting Innovation AND Success

SCSB advances that all students can be academically successful. Before the COVID-19 pandemic, Charter Schools outperformed projections by 4%, with 16 schools in Utah's top 100 schools. USBE suspended school accountability rankings for SY2021, meaning that many of Utah's public schools were held harmless for not meeting ESSA performance metrics. However, a simple ranking of aggregate proficiency rates on RISE tests suggests that some charter schools need to take significant steps to help students catch up from lost learning.

Although COVID-related low test participation rates last year adversely impacted Charter School performance, SCSB has set an ambitious goal of increasing the percentage of Charter Schools in Utah's Top 100 schools beyond pre-pandemic levels by 2026. It will achieve this goal by identifying leverage points for schools performing near the top 100 and providing targeted support and training for their leadership team. It will also offer similar support to schools that may have slipped out of the top 100 due to COVID-related issues.



## Conclusion

Despite the continuing challenges of a global pandemic, SY2020-2021 has been a positive year in several regards. There are more charter schools than ever before and, therefore, more educational choices for Utah's families. The percentage of students in the state currently enrolled in charter schools is higher than pre-pandemic levels, and we expect that number to continue to rise in the coming years. While not for everyone, online and hybrid schools have proven valid educational models once again. Additionally, student demographics continue to diversify, with more ethnic and racial minority students and English language learners opting for a charter school education.

Charter schools did not escape the pandemic's effect on student outcomes. They saw steep performance declines in proficiency rates like all schools in Utah. Still, we acknowledge that charter schools have had broader performance variability than other public schools in the past, especially at the

tails. Unique challenges come with innovation, and they come from serving special populations that don't fit the traditional mold. Looking at aggregated charter school data provides invaluable information, but it can also limit the perspective of charter school capability. So, we have set an ambitious goal to increase the number of charter schools in the top 100 schools beyond pre-pandemic levels and improve charter schools' average student success rate throughout the state by SY2025-2026.

Charter school success equates to success in innovation, originality, and choice. At the Utah State Charter School Board, we are proud to support creative and alternative approaches to education. SCSB will continue to support high-quality, innovative initiatives to improve the educational experience of Utah's students.



## State Charter School Board Members

### **DeLaina Tonks**

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*EX-OFFICIO, USBE REPRESENTATIVE*

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### **DeLaina Tonks**

*BOARD CHAIR*

Dr. Tonks has been involved in education since 1991. She is passionate about educational choice and leveraging technology's promise to improve education. Before her current position as Mountain Heights Academy's principal, she taught high school French and Spanish in district, charter, brick and mortar, and online schools in Utah and Ohio. Dr. Tonks values civic engagement. She currently serves on the Better Days 2020 board, the Draper City Planning Commission, UVU's Community Advisory Council, and as the chairman of the national Association of American Educators (AAE) board of directors and the AAE Foundation Board. She previously served on Governor Cox's Education Transition team, the Utah Immigration Commission, and USBE's Digital Literacy Task Force. Additionally, she chaired the Draper City Youth Council and Legislative District 27. Dr. Tonks is a "Best of State—K-12 Administrator" winner, one of Utah Business's "30 Women to Watch," and was honored to be an Institute for the Study of Knowledge Management (ISKME) Fellow. She holds a Ph.D. in Instructional Psychology and Technology from Brigham Young University, her initial alma mater, where she also earned a Bachelor of Arts in French and Spanish Teaching. Additionally, Dr. Tonks holds a master's degree in linguistics/second language acquisition from The Ohio State University. She and Paul, her husband, live on top of a mountain and are parents to four fabulous children.





**Bryan Bowles**

*VICE-CHAIR*

Dr. Bryan Bowles is a visionary school leader with a track record of more than 30-years. He is an associate clinical professor at Brigham Young University, and is a former superintendent of Davis School District, professor at the University of Utah, principal at Bountiful High School, curriculum supervisor at Davis School District, consultant with Simply Associates/Franklin Covey, senior vice president of the Polynesian Cultural Center, theatre director for Promised Valley Playhouse, teacher at Bountiful High School, board president of the National Federation of Urban/Suburban School

Districts, Weber State University Board of Directors member, WestEd Board of Directors member, president of the Utah School's Superintendent Association, Utah Superintendent of the Year, Jewell Bindrup award winner, Karen J. Ashton award winner, Northern Utah Curriculum Consortium award winner, Utah Association of Student Councils Principal of the Year, Milton Bennion Fellow at the University of Utah, Northern Utah Curriculum Consortium Lifetime Achievement Award winner, and winner of the Davis Chamber of Commerce Legacy Award.



**Krystle Bassett**

*BOARD MEMBER*

Krystle Bassett is the Director of Innovation and Instructional Support in the Juab School District. She is a passionate promoter of personalized learning, edtech integration, and revitalizing educator professional learning. Member Bassett has helped teachers innovate, create, and incorporate research-based best practices in their classrooms for fifteen years. She believes ardently in student voice and choice. One of her more recent projects is helping to lead JuabSD Portrait of a Graduate work. She has an eternal #englishteacherheart and is the steward of

two Little Free Libraries in Juab County. As both an earner and advocate, Krystle leads the micro-credential professional learning program for JuabSD. She also serves on the USBE Micro-credential Advisory Council. Krystle and her husband, Blaine, reside in Nephi with their four children. She is a graduate of Westminster College and Utah State University.





**Erik Olson**  
*BOARD MEMBER*

Erik Olson is an attorney specializing in complex commercial litigation, trials, and appeals, and is an owner of Marshall Olson & Hull, P.C., a local litigation boutique law firm. Erik has served on several nonprofit boards and as a nonpaid Salt Lake City Justice Court judge. He also continues to teach law students as an adjunct professor at the S.J. Quinney College of Law at the University of Utah. As an advocate for public charter schools, Erik was a co-founder and the board chair at Canyon Rim Academy, stepping down recently after over 14 years of service, during which time Erik found opportunities to work with Granite School District, the Utah Legislature, the State Charter School Board, and other charter schools on matters of interest to Utah charter schools. Erik's children attended elementary school at Canyon Rim Academy and have attended junior high and high school in Granite School District. Erik received degrees in English and law from the University of Utah. He enjoys outdoor activities and world travel with his wife and five children.



**Cynthia Phillips**  
*BOARD MEMBER*

Cynthia Phillips has been a teacher and administrator in secondary schools for the past 36 years, during which she has taught Latin, History, English Language Arts, and Ancient Greek. Cindy is currently a secondary teacher at the Weilenmann School of Discovery, a public charter school located in Park City, UT, where she also served as the Executive Director for many years.

Before her administrative and teaching positions at the Weilenmann School, Cindy was an administrator and teacher at the Waterford School, a private school located in Sandy, UT.

Cindy is currently a member of the governor-appointed Utah State Charter School Board, a member of the Utah Professional Practices Advisory Commission for the Utah State Board of Education, a member of the Lone Peak Hospital Board in Draper, UT, and a former member of the Northeastern Utah Educational Services Board.

Cindy holds a BA in Latin from Brigham Young University, an MA in Classics from Tufts University, an MA in History from the University of Utah, and she is currently a Ph.D. candidate in Comparative Languages and Cultural Studies at the University of Utah. Cindy and her husband, Greg, reside in Sandy, UT, and Heber, UT. They have five children and fourteen grandchildren.





**Michelle Smith**

*BOARD MEMBER*

Ms. Smith is passionate about charter schools. She was a grassroots education activist who worked closely with members of the legislature authorizing the establishment of permanent charter schools. She also helped found the Utah Association of Public Charter Schools and helped pass legislation establishing the Utah State Charter School Board. She has been a primary founder of both Timpanogos Academy and Karl G. Maeser Preparatory Academy. She was a founder of Freedom Academy in Provo and Summit Academy in Draper. She has assisted the founders of many other Utah charter schools, including Odyssey, Lincoln, Mountainville, and Noah Webster Academies. Mrs. Smith has been married to serial entrepreneur and former Utah State Charter School Board member Eric Smith for twenty-seven years. She is the mother of seven children ages nine to twenty-three years old and is the grandmother of a five-month-old. She enjoys international travel and speaks conversational Spanish and rudimentary French, Italian and Hebrew.



**Stephanie Speicher**

*BOARD MEMBER*

Dr. Stephanie Speicher's diverse teaching and professional experience provide her a unique skill set to guide and support Utah charter schools' success. Stephanie holds a defined skillset built and strengthened over time in varied settings, focusing on school leadership, authentic curriculum design, and community relations. Serving as a charter school administrator, leadership mentor, collegiate faculty member, and social studies educator has enabled her to build a broad professional foundation. As a Board Member, Stephanie aims to bridge multiple facets of the Utah education community to sustain the momentum of powerful educative experiences across the state. She is currently an Assistant Professor of Teacher Education at Weber State University. Her research interests include preservice teacher agency development and the implementation of learning communities in the classroom. Personally, living in Utah enriches her desire to be in nature, where she can boundlessly recreate with her family.



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**Jennifer Lambert**

*EXECUTIVE DIRECTOR*

Ms. Lambert has worked in public education for over ten years. She is passionate about providing quality options to all students and is an expert in education research and accountability. Before becoming the executive director, Ms. Lambert worked at the SCSB as an education specialist, where she worked with new schools and as a research consultant. She also has been the coordinator over Data & Statistics at the Utah State Board of Education, a researcher at the Utah Education Policy Center, and an instructor at the University of Utah. Ms. Lambert is into healthy eating and exercise, life-long learning, and community

service.





**Elisabeth Bunker**  
*PORTFOLIO MANAGER*

Ms. Bunker works to help connect schools to resources and provide support as one of SCSB’s portfolio managers. She is dedicated to improving educational experiences for students and families in Utah. Before joining SCSB’s staff, she was a classroom educator for ten years, teaching secondary art. In addition to the classroom, she has facilitated and taught multiple community art classes in various settings and for all ages and abilities, completing murals and other public art exhibits focused on community development. She attended the Metropolitan State University of Denver and obtained a BFA in

Painting, and later went on to complete a Masters of Nonprofit Management from Regis University.



**Joanne Castillo**  
*EXECUTIVE ASSISTANT*

Ms. Castillo is a lifelong learner whose dedication to teachability and value for heritage, history, and cultural memory propelled her to and through a Bachelor of Science in Writing & Rhetoric Studies with an emphasis in Cultural Rhetorics from the University of Utah. Born in Hawai’i, she comes to SCSB via Los Angeles and Washington, DC. and hopes to lend her talents to the team supporting Charter Schools in Utah. Before joining SCSB, Ms. Castillo worked as a website analyst, editor, and writer. When not actively challenging the “that’s just the way it is” mentality or complicating overly-broad

narratives, Ms. Castillo enjoys traveling, reading, writing, running, cooking (and eating), hiking, and swimming.



**Gregory Connell**  
*INVESTIGATOR & REMEDIATION SPECIALIST*

Mr. Connell is committed to ensuring that each charter school upholds the public’s trust. Greg graduated from The Bush School of Government and Public Service at Texas A&M University with an MPSA. He has experience in the academic world as a paraeducator, substitute teacher, and water polo coach. He loves the outdoors and especially loves to fish. When not on the river, Greg enjoys sports, cooking food, and spending time with his family. He and his wife have three beautiful girls. Greg dreams of building sailboats and making pizza.







**Smriti Dhakal**

*FINANCIAL COMPLIANCE AUDITOR*

Ms. Dhakal was born in Nepal, the land of the Himalayas, and moved to the USA about 18 years ago. She lived in Southern California before deciding to move to Utah and make it her home. Ms. Dhakal earned her Master of Accountancy degree from the University of Utah and her Bachelor of Business Administration from National University, San Diego. She has worked as an Internal Auditor, a Financial Analyst, and a Sales Tax Consultant in the past. Her prior hands-on work experiences bring her tons of practical knowledge that helps her excel in her job responsibilities as a compliance auditor. She

loves spending time with her husband and two kids during her free time and enjoys playing board games with them.



**William Evans**

*PERFORMANCE COORDINATOR*

Dr. Evans is dedicated to promoting charter school excellence as SCSB’s performance coordinator. He is an expert in educational policies, practices, and procedures, making him an asset to governing boards and school directors across the state. Before joining SCSB’s staff, he worked with an educational consulting firm to provide coaching and support services to schools across the country. Dr. Evans also taught English and held leadership roles in private schools and charter schools in three states. He attended BYU, where he studied English Literature. He then attended Creighton University, where he earned his MA in English Literature and his Ed.D. in Interdisciplinary Leadership.



**Amber Hellstrom**

*IT ANALYST II & UCAP DEVELOPER*

Ms. Hellstrom develops and maintains the Utah Charter Access Point (UCAP) web application for the Utah State Charter School Board (SCSB). After attending the University of Utah, where she received her Bachelor of Science, with an emphasis in Exercise and Sports Science, she earned a Level IV Mathematics Endorsement from Utah State University and a Software Development Certificate from Ogden-Weber Applied Technical College. Amber was a scholarship Track and Field athlete at the University of Utah and a Utah 4A High School Discus State Champion. She used her academic and athletic

experience to teach Mathematics and Physical Education while coaching various Weber School District sports. Mrs. Hellstrom enjoys spending time with her husband and four kids. She is a fan



of local college athletics and the Utah Jazz. She loves playing basketball, coaching, golfing, camping, and outdoor activities such as rock hunting and 4-wheeling.



**Robert Kohutek**

*DATA ANALYST*

Mr. Kohutek is a dedicated civil servant with more than ten years of experience in the public sector, including state and local government and higher education. Before coming to SCSB, Mr. Kohutek worked with communities and residential developers to plan affordable housing throughout Utah and provided policy research and analysis. Mr. Kohutek earned an MPA and later an MPP from the University of Utah and earned graduate certificates in demography and urban planning between degrees. He is considering transferring from his Ph.D. program to a flexible DPA program. Mr. Kohutek enjoys

spending time with his family along the Oregon coast and looks forward to traveling more.

**Jenna Magnetti**

*AUTHORIZING & SUPPORT ASSISTANT*

Ms. Magnetti plays an integral in SCSB’s authorizing and school support functions as our office specialist. Her versatility enables the SCSB team to be more present in schools, offer more excellent support, and be more effective. Jenna enjoys spending time with her two boys, cooking, and traveling. She is a self-described football fanatic.



**Stewart Okobia**

*FINANCIAL COMPLIANCE MANAGER*

Mr. Okobia was born in New Jersey, but he does not remember it because his family moved to Africa when he was one year old. He returned to the US with his family when he was 13, settling in Utah. He has also lived in Texas and Colorado but has always called Utah home. Mr. Okobia is a passionate Utah Jazz fan who was fond of representing his home team by wearing their jersey when he lived in other states. During his free time, he enjoys soccer, volleyball, yoga, hiking, and traveling.





**Marie Steffensen**

*AUTHORIZING & SUPPORT SPECIALIST*

Ms. Steffensen is the specialist for authorizing and school support with the State Charter School Board (SCSB), which means that she is charged with guiding prospective schools through the proposal process and coordinating and providing support for Utah’s charter schools. Ms. Steffensen earned her undergraduate degree from the University of Utah and began her teaching career at a brand-new charter school. After teaching for six years, she moved into coaching and administrative roles and assisted in opening an expansion of a charter school. She earned her graduate degree from Western

Governors University and went on to open another charter school, this time as the Executive Director. She is deeply committed to helping schools succeed. When she’s not opening or supporting schools, she loves to spend time with her husband, Brian, their two kids, and their sweet old dog.



**Andrew Vardas-Doane**

*PORTFOLIO MANAGER*

Mr. Vardas-Doane shares SCSB’s vision to develop relationships that help advance each charter school’s unique mission. His expertise lies in student/teacher motivation and engagement and innovative learning, and adaptive teaching practice. Before joining SCSB’s staff, Andrew taught in classrooms in Idaho and Alaska ranging from Kindergarten to 12th grade, teaching U.S. History and World History, Economics, Language Arts, Math, Science, Psychology, Music, Technology, CIT, and more. He also taught university courses focusing on teaching pedagogy for English as a second language

and was a supervisor for prospective teachers completing student teaching. He attended BYU-Idaho, where he studied History Education and taught English to speakers of other languages. He then attended Western Governors University, where he earned an M.S. in Curriculum and Instruction. Following this, he gained an Educational Specialist (Ed.S.) in Educational Leadership and Cognitive Science. He is currently in the final stretch of completing a Ph.D. in Literacies, Culture, and Reading with a secondary emphasis in Teaching and Teacher Education.



# Appendix

## Appendix

### Charter School Authorizers

#### Cache District

- Intech Collegiate Academy

#### Granite District

- Utah International Charter School

#### Iron District

- Academy of Computers and Engineering
- Success Academy
- Success Dixie State University

#### Jordan District

- Real Salt Lake Academy High School

#### Salt Lake District

- Open Classroom
- Salt Lake Center for Science Education
- Salt Lake School for the Performing Arts

#### Logan City District

- Edith Bowen Laboratory School
- Fast Forward High

#### Davis Technical College

- Utah Career Path High School

#### Weber State University

- Weber State University Charter Academy

#### State Charter School Board

- Academy for Math Engineering & Science
- Advantage Arts Academy
- American Academy of Innovation
- American Leadership Academy

- American Preparatory Academy - Accelerated School
- American Preparatory Academy - Draper #1
- American Preparatory Academy - Draper #2
- American Preparatory Academy - Draper #3
- American Preparatory Academy - Salem
- American Preparatory Academy - The School for New Americans
- Ascent Academies of Utah Farmington
- Ascent Academies of Utah Lehi
- Ascent Academies of Utah West Jordan
- Ascent Academies of Utah - West Valley
- Athenian eAcademy
- Athlos Academy of Utah
- Bear River Charter School
- Beehive Science & Technology Academy
- Bonneville Academy
- Bridge Elementary School
- C.S. Lewis Academy
- Canyon Grove Academy
- Canyon Rim Academy
- Channing Hall
- City Academy
- Davinci Academy
- Mountain View Montessori
- Dual Immersion Academy
- Early Light Academy at Daybreak
- East Hollywood High
- Endeavor Hall
- Entheos Academy
- Entheos Academy Magna
- Esperanza School
- Excelsior Academy
- Franklin Discovery Academy
- Freedom Preparatory Academy
- Freedom Preparatory Academy - Vineyard
- Freedom Preparatory Academy – St. George
- Gateway Preparatory Academy
- George Washington Academy
- Good Foundations Academy
- Greenwood Charter School
- Guadalupe School
- Hawthorn Academy
- Hawthorn Academy South Jordan



- Highmark Charter School
- Ignite Entrepreneurship Academy
- Itineris Early College High
- Jefferson Academy
- John Hancock Charter School
- Karl G. Maeser Preparatory Academy
- Lakeview Academy
- Leadership Academy of Utah
- Leadership Learning Academy
- Leadership Learning Academy - Ogden
- Legacy Preparatory Academy
- Lincoln Academy
- Lumen Scholar Institute
- Mana Academy Charter School
- Maria Montessori Academy
- Merit College Preparatory Academy
- Moab Charter School
- Monticello Academy
- Monticello Academy West Point
- Mountain Heights Academy
- Mountain Sunrise Academy
- Mountain West Montessori Academy
- Mountainville Academy
- Navigator Pointe Academy
- No. UT. Acad. for Math Engineering & Science (NUAMES)
- No. UT. Acad. of Math Engineering & Science - Ogden
- Noah Webster Academy
- North Davis Preparatory Academy
- North Star Academy
- Odyssey Charter School
- Ogden Preparatory Academy
- Pacific Heritage Academy
- Paradigm High School
- Pinnacle Canyon Academy
- Promontory School of Expeditionary Learning
- Providence Hall
- Quest Academy
- Ranches Academy
- Reagan Academy
- Renaissance Academy
- Rockwell Charter High School
- Roots Charter High School
- Salt Lake Arts Academy
- Scholar Academy
- Soldier Hollow Charter School
- Spectrum Academy
- Spectrum Academy - Pleasant Grove
- St. George Academy
- Summit Academy
- Summit Academy - Bluffdale
- Summit Academy - Independence
- Summit Academy High School
- Syracuse Arts Academy
- Syracuse Arts Academy - North
- Terra Academy
- The Center for Creativity Innovation and Discovery
- Thomas Edison
- Thomas Edison - South
- Timpanogos Academy
- Treeside Charter School
- Utah Arts Academy
- Uintah River High
- Utah Connections Academy
- Utah County Academy of Science
- Utah Military Academy
- Utah Military Academy - Camp Williams
- Utah Virtual Academy
- Valley Academy
- Vanguard Academy
- Venture Academy
- Vista School
- Voyage Academy
- Walden School of Liberal Arts
- Wallace Stegner Academy
- Wasatch Peak Academy
- Wasatch Waldorf Charter School
- Weilenmann School of Discovery
- Winter Sports School

#### Distribution of Charter Schools by Utah State Board of Education District

##### District 1

- Bear River Charter School



- Center for Creativity, Innovation & Discovery
- Edith Bowen Laboratory School
- Fast Forward High School
- InTech Collegiate High School
- Promontory School of Expeditionary Learning
- Thomas Edison Charter Schools

### **District 2**

- Bridge Elementary
- DaVinci Academy of Science and the Arts
- GreenWood
- Maria Montessori Academy
- Ogden Preparatory Academy
- Quest Academy
- Utah Mountain School
- Venture Academy
- Weber State University Charter Academy

### **District 3**

- APA—The Accelerated School
- Bonneville Academy
- East Hollywood High School
- Endeavor Hall
- Entheos Academy—Magna
- Esperanza Elementary
- Excelsior Academy
- Mana Academy
- Monticello Academy
- Scholar Academy
- Vanguard Academy

### **District 4**

- Good Foundations Academy
- High Mark Charter School
- Monticello-#2
- NUAMES
- Syracuse Arts Academy—Antelope Campus
- Syracuse Arts Academy—North Campus
- Utah Military Academy—Riverdale
- Voyage Academy

### **District 5**

- Ascent Academies of Utah—Farmington
- Jefferson Academy
- Legacy Preparatory Academy
- Monticello Academy at West Point
- North Davis Preparatory Academy
- Pacific Heritage Academy
- Salt Lake Center for Science Education
- Spectrum Academy—NSL
- Utah Career Path High School
- Wallace Stegner Academy
- Wasatch Peak Academy

### **District 6**

- Ascent Academies of Utah—West Jordan
- Entheos Academy—Kearns
- Navigator Pointe Academy
- Wallace Stegner-#2

### **District 7**

- APA—School for New Americans
- City Academy
- Dual Immersion Academy
- Guadalupe School
- Leadership Learning Academy
- Leadership Learning Academy-Satellite #1
- Roots Charter High School
- Salt Lake Arts Academy
- Salt Lake School for the Performing Arts
- The Open Classroom
- Wasatch Waldorf Charter School
- Weilenmann School of Discovery
- Winter Sports School

### **District 8**

- AMES
- Canyon Rim Academy
- Treeside Charter School
- Utah International Charter School

### **District 9**

- Aristotle Academy
- Ascent Academy of Utah—Lehi
- Ascent Academy of Utah-Wildflower
- Canyon Grove Academy



- C.S. Lewis Academy
- John Hancock Charter School
- Karl G. Maeser Preparatory Academy
- Lakeview Academy
- Lakeview Academy #2
- Lincoln Academy
- Mountain Sunrise Academy
- Mountainville Academy
- Odyssey Charter School
- Renaissance Academy
- Rockwell Charter High School
- Spectrum Academy—Pleasant Grove
- Summit Academy—Bluffdale #2
- The Ranches Academy

#### **District 10**

- APA—Draper #1
- Beehive Science & Technology Academy
- Channing Hall
- Ignite Entrepreneurship Academy
- Summit Academy—Draper

#### **District 11**

- Advantage Arts Academy
- American Academy of Innovation
- APA—Draper #2
- APA—Draper #3
- Athlos Academy of Utah
- Hawthorn Academy—West Jordan
- Itineris Early College High School
- Mountain West Montessori Academy
- North Star Academy
- Paradigm High School
- Providence Hall
- Real Salt Lake Academy
- Summit Academy—Bluffdale
- Summit Academy High School
- The Early Light Academy

#### **District 12**

- Franklin Discovery Academy
- Freedom Preparatory Academy-Vineyard
- Noah Webster Academy
- Soldier Hollow Charter School

- Terra Academy
- Timpanogos Academy
- Utah County Academy of Sciences (UCAS)
- Uintah River High School
- Walden School of Liberal Arts

#### **District 13**

- American Leadership Academy
- Freedom Preparatory Academy-Provo
- Merit College Preparatory Academy
- Ronald Reagan Academy

#### **District 14**

- APA—Salem
- Moab Charter School
- Pinnacle Canyon Academy

#### **District 15**

- Mountain View Montessori
- Freedom Preparatory Academy-#4
- Gateway Preparatory Academy
- George Washington Academy
- St. George Academy
- SUCCESS Academy—DSU
- SUCCESS Academy—SUU
- Utah Arts Academy
- Valley Academy
- Vista at Entrada School of Performing Arts

#### **Statewide**

- Athenian eAcademy
- Leadership Academy of Utah
- Lumen Scholar Academy
- Mountain Heights Academy
- Utah Connections Academy
- Utah Virtual Academy

#### **Distribution of Charter Schools by Primary School District Served**

#### **Alpine District—20**

- Ascent Academies of Utah Lehi
- Canyon Grove Academy



- Franklin Discovery Academy
- Freedom Preparatory Academy - Vineyard
- Ignite Entrepreneurship Academy
- John Hancock Charter School
- Karl G. Maeser Preparatory Academy
- Lakeview Academy
- Lincoln Academy
- Mountain Sunrise Academy
- Mountainville Academy
- Noah Webster Academy
- Odyssey Charter School
- Ranches Academy
- Renaissance Academy
- Rockwell Charter High School
- Spectrum Academy - Pleasant Grove
- Timpanogos Academy
- Utah County Academy of Science
- Utah Military Academy - Camp Williams

#### **Box Elder District—1**

- Promontory School of Expeditionary Learning

#### **Cache District—4**

- Intech Collegiate Academy
- The Center for Creativity Innovation and Discovery
- Thomas Edison - North
- Thomas Edison - South

#### **Canyons District—7**

- American Preparatory Academy - Draper #1
- American Preparatory Academy - Draper #2
- American Preparatory Academy - Draper #3
- Beehive Science & Technology Academy
- Channing Hall
- Summit Academy - Draper Campus
- Summit Academy High School

#### **Carbon District—1**

- Pinnacle Canyon Academy

#### **Davis District—13**

- Ascent Academies of Utah Farmington
- Highmark Charter School

- Jefferson Academy
- Legacy Preparatory Academy
- Monticello Academy West Point
- No. UT. Acad. for Math Engineering & Science
- North Davis Preparatory Academy
- Spectrum Academy - NSL
- Syracuse Arts Academy - Antelope
- Syracuse Arts Academy - North
- Utah Career Path High School
- Voyage Academy
- Wasatch Peak Academy

#### **Grand District—1**

- Moab Charter School

#### **Granite District—16**

- Academy for Math Engineering & Science
- American Preparatory Academy - Accelerated School
- American Preparatory Academy - The School for New Americans
- Ascent Academies of Utah - West Valley
- Canyon Rim Academy
- East Hollywood High
- Endeavor Hall
- Entheos Academy Kearns
- Entheos Academy Magna
- Esperanza School
- Mana Academy Charter School
- Monticello Academy
- Roots Charter High School
- Utah International Charter School
- Vanguard Academy
- Wasatch Waldorf Charter School

#### **Iron District—2**

- Gateway Preparatory Academy
- Success SUU

#### **Jordan District—16**

- Advantage Arts Academy
- American Academy of Innovation
- Ascent Academies of Utah West Jordan
- Athlos Academy of Utah





- Early Light Academy at Daybreak
- Hawthorn Academy South Jordan
- Hawthorn Academy West Jordan
- Itineris Early College High
- Mountain West Montessori Academy
- Navigator Pointe Academy
- North Star Academy
- Paradigm High School
- Providence Hall
- Real Salt Lake Academy High School
- Summit Academy - Bluffdale
- Summit Academy - Independence

### **Logan City District—3**

- Bear River Charter School
- Edith Bowen Laboratory School
- Fast Forward High

### **Nebo District—5**

- American Leadership Academy
- American Preparatory Academy - Salem
- C. S. Lewis Academy
- Merit College Preparatory Academy
- Reagan Academy

### **Ogden City District—5**

- Davinci Academy
- Greenwood Charter School
- Leadership Learning Academy - Ogden
- Ogden Preparatory Academy
- Weber State University Charter Academy

### **Park City District—2**

- Weilenmann School of Discovery
- Winter Sports School

### **Provo District—3**

- Freedom Preparatory Academy
- Treeside Charter School
- Walden School of Liberal Arts

### **Salt Lake District—9**

- City Academy
- Dual Immersion Academy
- Guadalupe School

- Open Classroom
- Pacific Heritage Academy
- Salt Lake Arts Academy
- Salt Lake Center for Science Education
- Salt Lake School for the Performing Arts
- Wallace Stegner Academy

### **Tooele District—3**

- Bonneville Academy
- Excelsior Academy
- Scholar Academy

### **Uintah District—2**

- Terra Academy
- Uintah River High

### **Wasatch District—1**

- Soldier Hollow Charter School

### **Washington District—7**

- Mountain View Montessori
- George Washington Academy
- St. George Academy
- Success DSU
- Utah Arts Academy
- Valley Academy
- Vista School

### **Weber District—7**

- Bridge Elementary School
- Good Foundations Academy
- Maria Montessori Academy
- No. UT. Acad. of Math Engineering & Science Ogden
- Quest Academy
- Utah Military Academy
- Venture Academy

### **Statewide**

- Athenian eAcademy
- Leadership Learning of Utah
- Lumen Scholar Academy
- Mountain Heights Academy
- Utah Connections Academy
- Utah Virtual Academy



## Distribution of Charter Schools by Counties in Utah

### **Box Elder County (1)**

- Promontory School of Expeditionary Learning

### **Cache County (7)**

- Bear River Charter School
- Edith Bowen Laboratory School
- Fast Forward High
- Intech Collegiate Academy
- The Center for Creativity Innovation and Discovery
- Thomas Edison - North
- Thomas Edison - South

### **Carbon County (1)**

- Pinnacle Canyon Academy

### **Davis County (13)**

- Ascent Academies of Utah Farmington
- Highmark Charter School
- Jefferson Academy
- Leadership Learning Academy
- Legacy Preparatory Academy
- No. UT. Acad. for Math Engineering & Science
- North Davis Preparatory Academy
- Spectrum Academy - NSL
- Syracuse Arts Academy - Antelope
- Syracuse Arts Academy - North
- Utah Career Path High School
- Voyage Academy
- Wasatch Peak Academy

### **Duchesne County (1)**

- Uintah River High

### **Grand County (1)**

- Moab Charter School

### **Iron County (2)**

Gateway Preparatory Academy

Success SUU

### **Juab County (1)**

- C. S. Lewis Academy

### **Salt Lake County (47)**

- Academy for Math Engineering & Science
- American Academy of Innovation
- American Preparatory Academy - Accelerated School
- American Preparatory Academy - Draper #1
- American Preparatory Academy - Draper #2
- American Preparatory Academy - Draper #3
- American Preparatory Academy - The School for New Americans
- Ascent Academies of Utah - West Valley
- Ascent Academies of Utah West Jordan
- Athlos Academy of Utah
- Beehive Science & Technology Academy
- Canyon Rim Academy
- Channing Hall
- City Academy
- Dual Immersion Academy
- Early Light Academy at Daybreak
- East Hollywood High
- Endeavor Hall
- Entheos Academy Kearns
- Entheos Academy Magna
- Esperanza School
- Guadalupe School
- Hawthorn Academy South Jordan
- Hawthorn Academy West Jordan
- Itineris Early College High
- Mana Academy Charter School
- Monticello Academy
- Mountain West Montessori Academy
- Navigator Pointe Academy
- North Star Academy
- Open Classroom
- Pacific Heritage Academy
- Paradigm High School
- Providence Hall
- Real Salt Lake Academy High School
- Roots Charter High School
- Salt Lake Arts Academy



- Salt Lake Center for Science Education
- Salt Lake School for the Performing Arts
- Summit Academy - Bluffdale
- Summit Academy - Draper Campus
- Summit Academy - Independence
- Summit Academy High School
- Utah International Charter School
- Vanguard Academy
- Wallace Stegner Academy
- Wasatch Waldorf Charter School

#### **Summit County (2)**

- Weilenmann School of Discovery
- Winter Sports School

#### **Tooele County (3)**

- Bonneville Academy
- Excelsior Academy
- Scholar Academy

#### **Uintah County (1)**

- Terra Academy

#### **Utah County (26)**

- American Leadership Academy
- American Preparatory Academy - Salem
- Ascent Academies of Utah Lehi
- Canyon Grove Academy
- Franklin Discovery Academy
- Freedom Preparatory Academy
- Freedom Preparatory Academy - Vineyard
- Ignite Entrepreneurship Academy
- John Hancock Charter School
- Karl G. Maeser Preparatory Academy
- Lakeview Academy
- Lincoln Academy
- Merit College Preparatory Academy
- Mountainville Academy
- Noah Webster Academy
- Odyssey Charter School
- Ranches Academy
- Reagan Academy
- Renaissance Academy
- Rockwell Charter High School

- Spectrum Academy - Pleasant Grove
- Timpanogos Academy
- Treeside Charter School
- Utah County Academy of Science
- Utah Military Academy - Camp Williams
- Walden School of Liberal Arts

#### **Wasatch County (1)**

- Soldier Hollow Charter School

#### **Washington County (7)**

- Mountain View Montessori
- George Washington Academy
- St. George Academy
- Success DSU
- Utah Arts Academy
- Valley Academy
- Vista School

#### **Weber County (11)**

- Davinci Academy
- Good Foundations Academy
- Greenwood Charter School
- Leadership Learning Academy - Ogden
- Maria Montessori Academy
- No. UT. Acad. of Math Engineering & Science Ogden
- Ogden Preparatory Academy
- Quest Academy
- Utah Military Academy
- Venture Academy
- Weber State University Charter Academy

#### **Distribution of Charter Schools by Utah House District**

##### **House District 2—6**

- Lakeview Academy
- Lakeview Academy #2
- Mountain Sunrise Academy
- Rockwell Charter High School
- The Ranches Academy
- Ascent Academy-Wildflower



**House District 3—3**

- Fast Forward High School
- InTech Collegiate High School
- Thomas Edison Charter School—North

**House District 4—2**

- Bear River Charter School
- Edith Bowen Laboratory School

**House District 5—2**

- Center for Creativity, Innovation & Discovery
- Thomas Edison Charter School—South

**House District 6—2**

- Ascent Academies—Lehi
- Mountain Sunrise Academy

**House District 7—1**

- Maria Montessori Academy

**House District 8—1**

- Green Wood

**House District 9—4**

- Bridge Elementary
- DaVinci Academy of Science and Arts
- Ogden Preparatory Academy
- Monticello Academy #2

**House District 10—3**

- NUAMES—Ogden
- Utah Mountain School
- Weber State University Charter Academy

**House District 11—3**

- Good Foundations Academy
- High Mark Charter School
- Utah Military Academy—Riverdale

**House District 12—1**

- Quest Academy

**House District 13—2**

- Voyage Academy

- Monticello Academy #2

**House District 14—6**

- Syracuse Arts Academy—North Campus
- House District 15—Rep. Brad R. Wilson
- Jefferson Academy
- Monticello Academy at West Point
- North Davis Preparatory Academy
- Syracuse Arts Academy—Antelope Campus

**House District 16—3**

- Leadership Learning Academy
- Leadership Learning Academy-Satellite #1
- NUAMES

**House District 17—1**

- Utah Career Path High School

**House District 18—2**

- Ascent Academies of Utah—Farmington
- Wallace Stegner Academy

**House District 20—3**

- Legacy Preparatory Academy
- Spectrum Academy—NSL
- Wasatch Peak Academy

**House District 21—1**

- Scholar Academy

**House District 22—**

- Entheos Academy—Magna

**House District 23—3**

- Guadalupe School
- Pacific Heritage Academy
- Salt Lake Center for Science Education

**House District 24—3**

- Provost
- City Academy
- The Open Classroom

**House District 26—3**

- Dual Immersion Academy
- Roots Charter High School
- Salt Lake Arts Academy

#### **House District 27—5**

- Mountainville Academy
- House District 28—Rep. Brian S. King
- Salt Lake School for the Performing Arts
- Wasatch Waldorf Charter School
- Weilenmann School of Discovery

#### **House District 29—2**

- Promontory School of Expeditionary Learning
- Venture Academy

#### **House District 31—8**

- APA—The Accelerated School
- APA—The School for New Americans
- East Hollywood High School
- Endeavor Hall
- Esperanza Elementary
- Mana Academy
- Monticello Academy
- Vanguard Academy

#### **House District 35—1**

- Utah International Charter School

#### **House District 36—1**

- Canyon Rim Academy

#### **House District 37—2**

- AMES
- Treeside Charter School

#### **House District 38—1**

- Entheos Academy—Kearns

#### **House District 39—1**

- Wallace Stegner-#2

#### **House District 41—3**

- North Star Academy
- Summit Academy—Bluffdale

- Summit Academy High School

#### **House District 42—2**

- Ascent Academies of Utah—West Jordan
- American Academy of Innovation

#### **House District 43—1**

- Navigator Pointe Academy

#### **House District 45—2**

- Beehive Science and Technology Academy
- Beehive Science and Technology Academy #2

#### **House District 47—2**

- Hawthorn Academy—West Jordan
- Itineris Early College High School

#### **House District 48—2**

- Franklin Discovery Academy
- Walden School of Liberal Arts

#### **House District 50—3**

- Hawthorn Academy—South Jordan
- Mountain West Montessori Academy
- Paradigm High School

#### **House District 51—6**

- APA—Draper #1
- APA—Draper #2
- APA—Draper #3
- Channing Hall
- Ignite Entrepreneurship Academy
- Summit Academy—Draper

#### **House District 52—5**

- Advantage Arts Academy
- Athlos Academy of Utah
- Providence Hall
- Real Salt Lake Academy
- The Early Light Academy

#### **House District 54—2**

- Soldier Hollow Charter School



- Winter Sports School

**House District 55—2**

- Terra Academy
- Uintah River High School

**House District 56—1**

- Renaissance Academy

**House District 57—5**

- Aristotle Academy
- Canyon Grove Academy
- John Hancock Charter School
- Lincoln Academy
- Odyssey Charter School

**House District 59—3**

- Karl G. Maeser Preparatory Academy
- Spectrum Academy—Pleasant Grove
- Timpanogos Academy

**House District 60—3**

- Noah Webster Academy
- Utah County Academy of Sciences (UCAS)
- Freedom Preparatory Academy-Vineyard

**House District 61—1**

- Freedom Preparatory Academy—Provo

**House District 62—1**

- Mountain View Montessori

**House District 64—2**

- Merit College Preparatory Academy
- Ronald Reagan Academy

**House District 66—2**

- American Leadership Academy
- APA—Salem

**House District 67—1**

- C. S. Lewis Academy

**House District 68—2**

- Excelsior Academy
- Bonneville Academy

**House District 69—3**

- Pinnacle Canyon Academy
- House District 70—Carl R. Albrecht
- Moab Charter School

**House District 71—3**

- Gateway Preparatory Academy
- George Washington Academy
- Valley Academy

**House District 72—1**

- SUCCESS Academy—SUU

**House District 74—3**

- St. George Academy
- Utah Arts Academy
- Vista at Entrada School of Performing Arts and Technology

**House District 75—2**

- Freedom Academy-#4
- SUCCESS Academy—DSU

**Statewide—6**

- Athenian eAcademy
- Leadership Learning of Utah
- Lumen Scholar Academy
- Mountain Heights Academy
- Utah Connections Academy
- Utah Virtual Academy

**Distribution of Charter Schools by Utah Senate District**

**Senate District 1—10**

- APA—The Accelerated School
- Dual Immersion Academy
- East Hollywood High School
- Endeavor Hall
- Esperanza Elementary
- Guadalupe School
- Mana Academy



- Monticello Academy
- Pacific Heritage Academy
- Vanguard Academy

#### **Senate District 2—3**

- City Academy
- Salt Lake Arts Academy
- The Open Classroom

#### **Senate District 3—3**

- APA-School for New Americans
- Roots Charter High School
- Utah International Charter School

#### **Senate District 4—3**

- Canyon Rim Academy
- Salt Lake School for Performing Arts
- Wasatch Waldorf Charter School

#### **Senate District 5—1**

- Entheos Academy—Kearns

#### **Senate District 6—2**

- Hawthorn Academy—West Jordan
- Itineris Early College High School

#### **Senate District 7—3**

- American Leadership Academy
- APA—Salem
- Merit College Preparatory Academy

#### **Senate District 8—2**

- AMES
- Treeside Charter School

#### **Senate District 9—1**

- Beehive Science & Technology

#### **Senate District 10—7**

- American Academy of Innovation
- Ascent Academies of Utah—West Jordan
- Athlos Academy of Utah
- Hawthorn Academy—South Jordan
- Mountain West Montessori Academy
- Paradigm High School

- The Early Light Academy

#### **Senate District 11—11**

- APA—Draper #1
- APA—Draper #2
- APA—Draper #3
- Channing Hall
- Ignite Entrepreneurship Academy
- Mountain Sunrise Academy
- North Star Academy
- Real Salt Lake Academy
- Summit Academy—Bluffdale
- Summit Academy—Draper
- Summit Academy High School

#### **Senate District 12—3**

- Entheos Academy—Magna
- Navigator Pointe Academy
- Scholar Academy

#### **Senate District 13—7**

- Ascent Academies—Lehi
- Ascent Academy -Wildflower
- Lakeview Academy
- Providence Hall
- Renaissance Academy
- Rockwell Charter High School
- The Ranches Academy

#### **Senate District 14—8**

- Aristotle Academy
- Canyon Grove Academy
- Franklin Discovery Academy
- John Hancock Charter School
- Lincoln Academy
- Mountain Sunrise Academy
- Mountainville Academy
- Odyssey Charter School

#### **Senate District 15—6**

- Freedom Preparatory Academy-Provo
- Freedom Preparatory Academy-Vineyard
- Karl G. Maeser Preparatory Academy
- Noah Webster Academy
- Spectrum Academy—Pleasant Grove



- Utah County Academy of Sciences (UCAS)

**Senate District 16—1**

- Walden School of Liberal Arts

**Senate District 17—4**

- Bonneville Academy
- Excelsior Academy
- Promontory School of Expeditionary Learning
- Thomas Edison Charter School—South

**Senate District 18—7**

- Bridge Elementary
- DaVinci Academy of Science and the Arts
- Good Foundations Academy
- High Mark Charter School
- Utah Military Academy—Riverdale
- Utah Mountain School
- Weber State University Charter Academy

**Senate District 19—4**

- Greenwood
- Maria Montessori Academy
- Ogden Preparatory Academy
- Weilenmann School of Discovery

**Senate District 20—3**

- Quest Academy
- Venture Academy
- Voyage Academy

**Senate District 21—5**

- Monticello Academy #2
- North Davis Preparatory Academy
- NUAMES
- Syracuse Arts Academy—Antelope Campus
- Syracuse Arts Academy—North Campus

**Senate District 22—6**

- Ascent Academies of Utah—Farmington
- Monticello Academy at West Point
- Jefferson Academy

- Leadership Learning Academy
- Leadership Learning Academy-Satellite #1
- Utah Career Path High School

**Senate District 23—5**

- Legacy Preparatory Academy
- Salt Lake Center for Science Education
- Spectrum Academy—NSL
- Wallace Stegner Academy
- Wasatch Peak Academy

**Senate District 24—1**

- C. S. Lewis Academy

**Senate District 25—6**

- Bear River Charter School
- Center for Creativity, Innovation & Discovery
- Edith Bowen Laboratory School
- Fast Forward High School
- InTech Collegiate High School
- Thomas Edison Charter School—North

**Senate District 26—4**

- Soldier Hollow Charter School
- Terra Academy
- Uintah River High School
- Winter Sports School

**Senate District 27—3**

- Moab Charter School
- Pinnacle Canyon Academy
- Ronald Reagan Academy

**Senate District 28—2**

- Mountain View Montessori
- Gateway Preparatory Academy

**Senate District 29—8**

- Freedom Academy-#4
- George Washington Academy
- St. George Academy
- SUCCESS Academy - DSU
- Utah Arts Academy
- Vista at Entrada





- SUCCESS Academy—SUU
- Valley Academy

**Statewide—6**

- Athenian eAcademy
- Leadership Academy of Utah

- Lumen Scholar Academy
- Mountain Heights Academy
- Utah Connections Academy
- Utah Virtual Academy

