



2017-2018 Annual Report

Mission & Overview

Wasatch Charter School is a K-8 tuition-free charter school in the Salt Lake Valley guided by the principles of public Waldorf education that provides a comprehensive education program integrating academics, arts, movement, nature, and social responsibility into everyday learning. Through a culture of holistic learning and dedication to the optimal development of each individual child, WCS nurtures intellectual, social and emotional, and physical capacities through an artistic, hands-on, interdisciplinary approach to core academic subjects which enables each student to blossom into an imaginative, engaged, competent, life-long learner. Our students, teachers, faculty, and families emerge as confident, creative, strong critical thinkers and environmental stewards, empowered to act positively in their own lives and communities.

Over the 2017-18 school year, Wasatch Charter School made tremendous growth. In just our second year, so much about our school really began to form and come together, including the people. We saw greater stability in our teachers and staff, more of them finishing training and putting down roots at WCS for the long-term. Many students and families found a home at WCS, and we saw the contribution of even more investment in volunteer work, events, and fundraising. Our programs grew and developed, with more land to farm and garden and more space being acquired for early childhood. And, we continued to lead out among our colleagues in developing and implementing innovative and effective approaches to supporting students through the Hearths, the Little SPED Classes and Three Care Streams.

We came together as a community and daily saw the rewards of our hard work, as children flourished. We saw academic, kinesthetic, physical, musical, artistic, social and emotional development across the students as they were taught in a holistic manner each day. The successes were both big and profound, often best seen in the small moments of each day.

Each year there is more to grow and develop as we work together to fully manifest a Waldorf education for our children. Year two gave a great foundation on which to build and year three is already promising to reap the harvest of many of those efforts.

With gratitude to all who devotedly have worked to make these wonders a reality of our children, thank you.

Emily Merchant
Executive Director

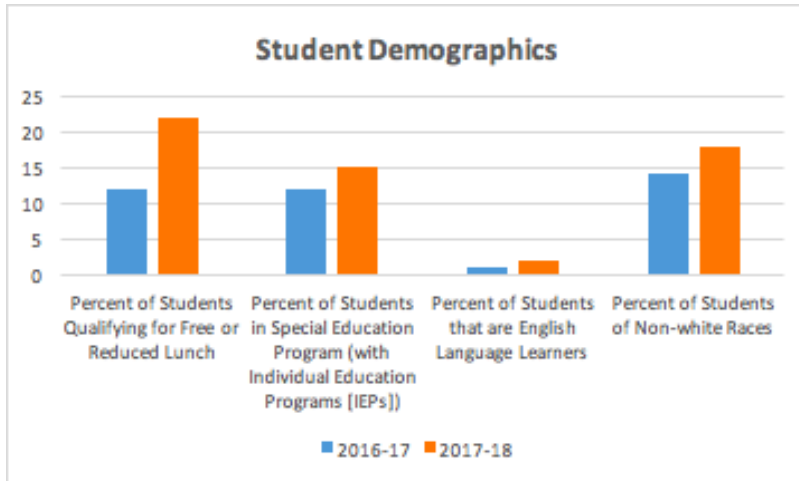
2017-18 Key Accomplishments

- ★ Approved by the State Charter School Board and the State Board of Education to increase total enrollment by 100 students (This allows the continuation of our Kindergarten program and growth of other programs.)
- ★ Obtained bond financing to purchase existing building.
- ★ Acquired and remodeled new building for Early Childhood program.
- ★ Obtained lease from Salt Lake County to work the farm land behind the Lions Club as part of our gardening program and the Salt Lake County Urban Farming program.
- ★ Implemented more of the Three Care Streams approach to working with students: support circle meetings were regularly held with parents, individual student plans were developed and implemented and many students increased in engagement and academic and behavioral growth.
- ★ Supported development of behavior classes: Little SPED classes.
- ★ Began to implement academic interventions with greater consistency.
- ★ Dramatically increased Family Council participation.
- ★ First cohort of teachers graduated from Gradalis, Waldorf teacher training.
- ★ Very high student and staff retention both within the year and from year 2 to year 3.
- ★ Academic growth and progress was made across all grades as measured by internal and state assessment metrics.
- ★ Fundraising engagement and revenue generated increased.
- ★ Governing Board leadership stabilized and more active involvement in policy review and budget review occurred.

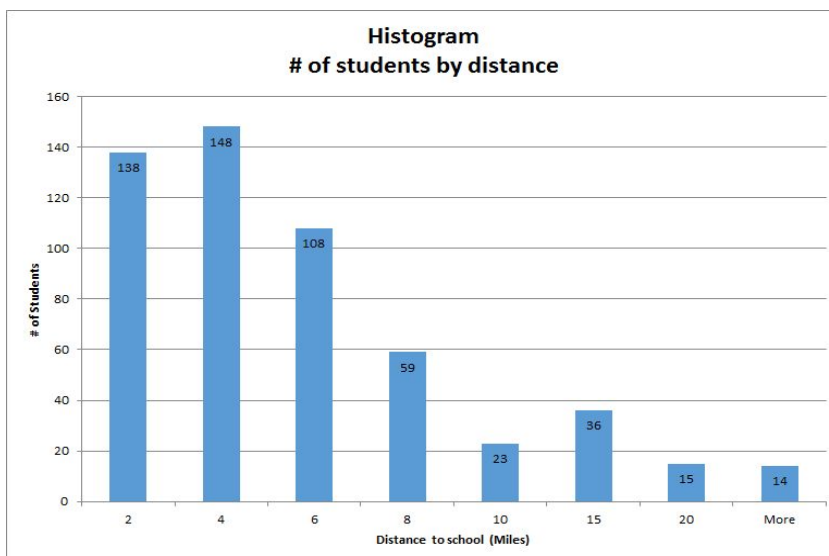
Our Community

Demographics

In our second year, WCS saw an increase in the number of minority students (14% to 17%), special education students (11% to 15%), English language learners (1% to 2%), and economically disadvantaged students (13% to 23%), as demonstrated below.

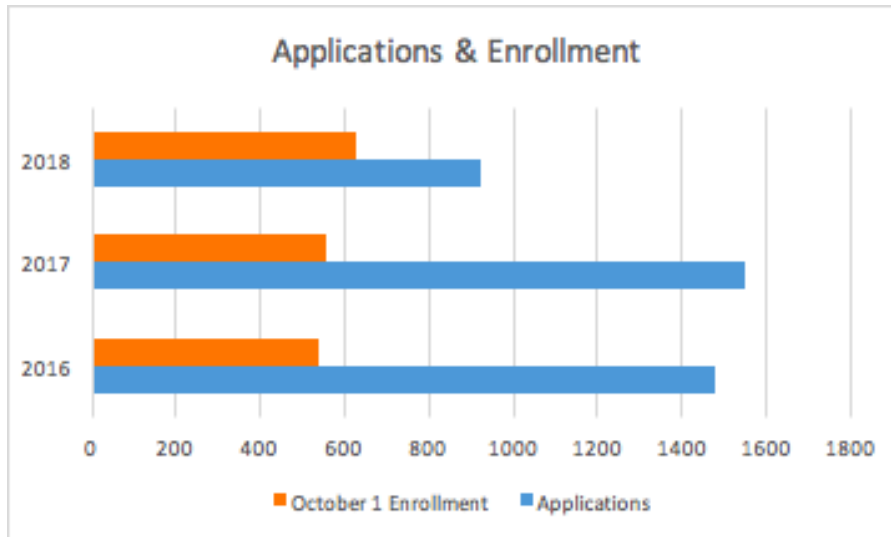


WCS's uniqueness as a Waldorf school in Salt Lake County, continues to draw students from a wide geographic region. Specifically, 25.5% of the student population is within 2 miles of the Charter School, and 54% of the students are within 4 miles, with 20% of the student population traveling from further away.



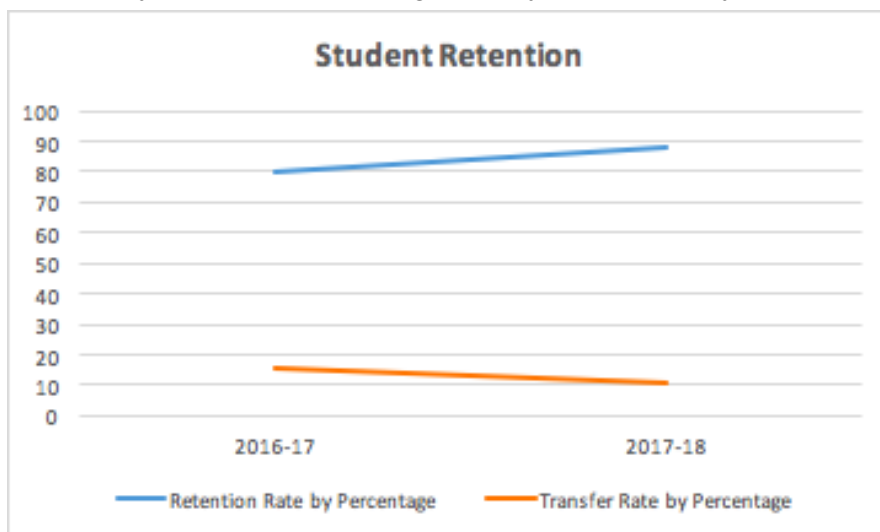
Enrollment

WCS maintained consistent interest in enrollment, once again fully enrolling to our maximum and maintaining sizeable waiting lists throughout the year.



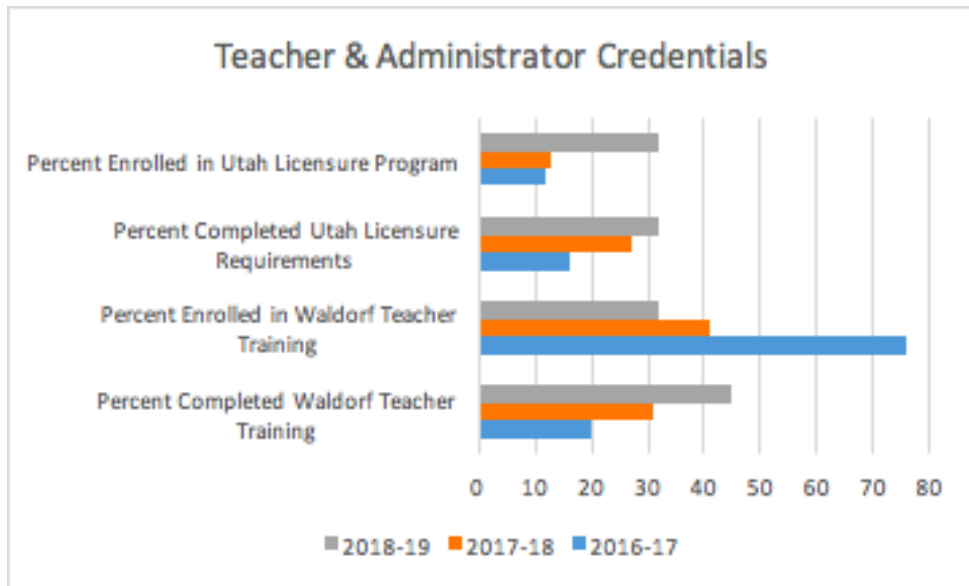
Retention

WCS significantly increased year to year student retention from October 1 of 2017 to October 1 of 2018 with a total retention of 88%, over our first year's 81%. (The State average for charter schools is 81%.) The within year transfer rate (the number of students who withdraw *during* the school year) also dropped significantly from the first year from 16% to 11%.



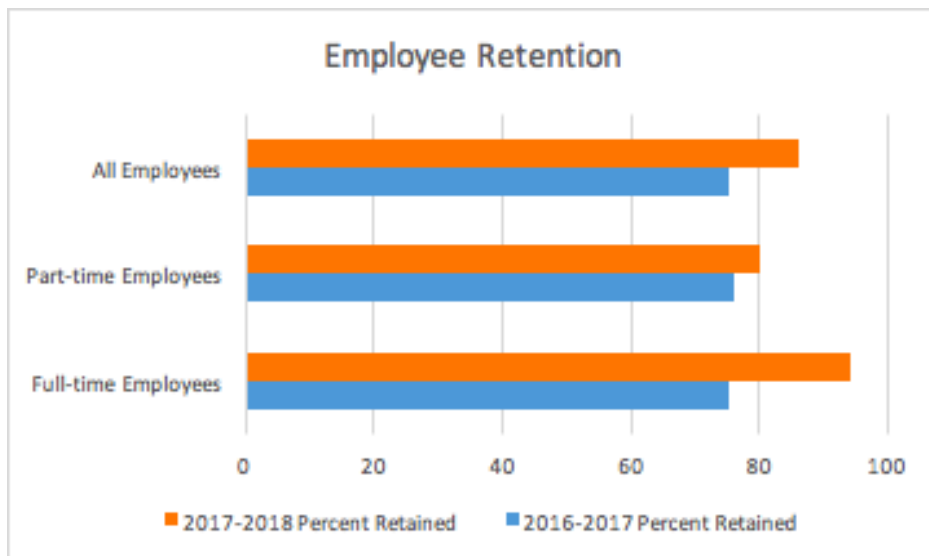
Employee Qualifications & Training

The cohort of teachers who began at WCS in the first year and also started training at that time, completed Waldorf training during summer 2018. In addition, most new teachers also commenced training. Many teachers completed or began a state licensure program as well.



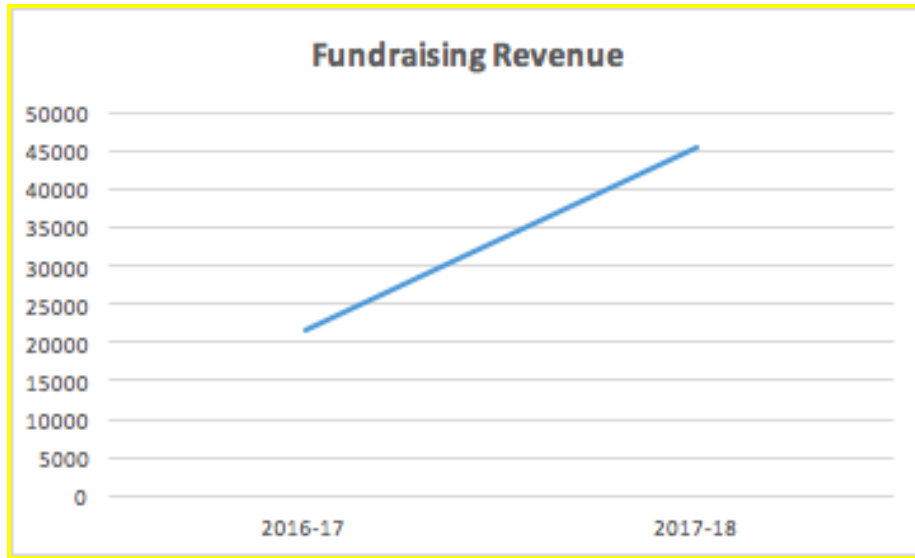
Employee Retention

WCS had very strong employee and teacher retention in 2017-18, both compared to the previous year, and also in comparison to Utah state averages. According to a report "Teacher Turnover in Utah Between 2013-14 and 2014-15, 31% of teachers at charter schools turnover each year and 18% of teachers at traditional public schools. From 2017 - 2018, WCS's teacher turnover was only 6%.



Fundraising

WCS had significant community investment in our programs and mission, with increased revenue from fundraising being one result. Fundraising activities and approaches were clarified and systematized throughout the year in order to support long-term approaches and successful events and campaigns that will be sustained from year-to-year. Our first year raised just under \$22,000 and the second year's fundraising activities brought in over \$45,000, an increase of over 200%.



Family & Community Engagement

Changes in the timing and clarified approaches to Family Council meetings led to significantly increased attendance at Friday morning meetings and greater involvement from Vice-chairs and Parent Coordinators. In addition, Parent Enrichment opportunities were held weekly, along with workshops for parents throughout the year. Volunteer hours increased in 2018 and a greater number of parents found avenues for participation in school committees.

Our Programs

New Initiatives

2017-18 brought about a variety of new initiatives, such as:

- Improved coordination of early childhood programs
- Consistent use of Support Circle format for working with student needs and parents
- Use of intervention tools for reading support
- Larger farming program

Key Elements

These aspects of our original charter application and agreement with the State Charter School Board have been deemed to be central to fully implementing our mission and vision of a fully realized Waldorf school within the context of the Utah Charter School system. Annually, we review progress to help re-center and prevent mission creep.

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

Meets: Enrollment has remained steady, with consistent interest allowing WCS to continue to grow and develop all program elements intended.

Be based on a developmental approach to curriculum which uses Waldorf methods and partners with public or private Waldorf associations.

Meets: Teachers and administration are utilizing developmental approach to curriculum, Waldorf methods, and working with a variety of trainers and mentors to deepen faculty knowledge and work. WCS is a member of the Alliance for Public Waldorf Education and also attends events and trainings associated with the Association for Waldorf Schools of North America (AWSNA).

Teachers actively participate in a Waldorf teacher training within 2 years of employment and complete training within the expected timeframe for the selected program.

Meets: As noted above, 45% of teachers and administrators have completed Waldorf training and another 34% are actively enrolled in a training program / plan at this time.

Integrate the Utah Core Standards into the existing Waldorf curriculum to seamlessly teach competencies and material.

Meets: Guides for teachers, professional development and alignment documents are all

developed or in process to support the seamless integration of standards into the Waldorf curriculum. This is a matter of on-going effort and development, as it relies, in part, on teacher experience and competencies.

Integrates arts and hands-on activities into curriculum to promote human development and brain development, including all five of the key methods through which children build neural connections: music, art, handwork, movement, and forming personal connections to adults.

Meets: Arts, hands-on activities, music, movement, handwork, and connection continue to thrive in WCS.. These elements are clearly demonstrable in classroom observations. Professional development and collaboration is being facilitated to continue to support teachers in growing their own expertise in these areas.

Offers specialty classes taught outside Main Lessons and practice periods that further integrate and reinforce curriculum content and holistic development.

Meets: Specialty classes have been able to build on curriculum in all areas. Class teachers and specialty teachers are collaborating more. A few examples include:

- 5th grade study of Ancient Greece and enhancement through the raining for the Greek Pentathalon in Games classes
- Spanish classes focused on culture and language of South America that enhances middle school study of South American Geography
- Handwork classes in 1-3 grade that build fine motor skills, patterning skills for mathematics, bi-lateral brain integration for reading, coordination, concentration
- Gardening classes for 7th grade that supplement CTE classes on land use, agriculture, and farming

Use a holistic approach of formative assessment.

Meets: WCS hired a FT dedicated Assessment Coordinator and has been fine tuning the tools and schedule for assessments, including the format and platform for teacher-based assessments on report cards.

Teachers loop with students, staying with same group of students for multiple grades, when possible from grades 1 – 8.

Meets: Many teachers have been able to loop with their classes, although individual needs and circumstances and changes in staffing often create exceptions and always will.

Includes a Family Council that meets regularly, typically monthly during the school year, to coordinate efforts to involve families, build school culture, participate in

committees, and provide advice to governing board regarding family and student needs.

Meets: New Family Council leadership and new structure helped to strengthen this body.

Other improvements included:

- Greater involvement of Parent Coordinators with Vice-chairs serving as liaisons with particular grades
- More reports from Committees and Working Groups
- New meeting time during school day on Fridays
- Weekly Friday Forums to support parent enrichment, learning, and community building

Has a garden and farming program which partners with local farms and gardens, outdoor education programs, and local natural resource organizations to provide educational experiences to students, including instruction in gardening and cooking.

Meets: WCS secured the lease to farm 11 acres of county land near to the school site. Additional gardening and farming opportunities are expected through this collaboration. Work continues towards including items from the garden in the school lunch program. Gardening classes have included more cooking.

Students receive regular foreign language instruction.

Meets: A second Spanish teacher was been hired to support the continued growth of the older student body and bi-weekly Spanish lessons for nearly all classes.

Students receive consistent musical instruction through their class activities and specialty classes (in grades 4 – 8).

Meets: All classes begin their Main Lesson with singing and song. Many are playing penny whistles, recorders and flutes. Students from grades 4-8 have strings twice a week and choir.

Incorporates movement into Main Lesson activities and into the school day through games and eurythmy classes.

2016-17: Movement is alive and well in WCS and is a part of the beginning of all classes Main Lessons. Classes from 1-8 grade had games class 1-2 times a week, and grades 1-5 had eurythmy 1-2 times a week. All teachers are receiving more training on bringing movement into their classrooms, particularly therapeutic movement throughout the day.

Incorporates sustainable living practices, environmental stewardship, and experiential learning through outdoor experiences and sustainable practices.

Meets: Many outdoor experiences occurred, including nature walks, hikes, time outdoors, gardening and camping trips. Continued work occurred on gardening program, recycling program, and farming, as well as supporting teachers in developing an understanding of how to teach outdoors.

Uses a community-wide approach to discipline, including offering training to teachers, parents, and community members on the “3 streams” (or an equivalent) approach to working with students on discipline, social inclusion, and Rtl processes

Meets: Kim John Payne returned to train faculty, parents, and Student Support Team during August. A guide for parents and faculty on the discipline and Student Support process (including a process for referrals and case management) was distributed and the focus of parent education during Back to School Night. Additional staffing was provided to support this process more robustly. Discipline and Guidance Chair for 20 hours (rather than 5), Social Inclusion Chair for 20 hours (rather than 5), Social Work Intern from University of Utah, new 3 Streams Coordinator. Compassionate Campus program was begun to help support 3 Streams, this includes: weekly assemblies, buddy classes, student leadership by eighth grade students.

Rti process formalized with referral forms and format for Support Circle meetings with parents, 3 week follow-ups and SPED referral process. Progress monitoring formalized and supported by Assessment Coordinator.

Parents and families are involved in a community of learning, including regular festivals, classes, and activities that connect to the purposes and mission of WWCS.

Meets: Parents were given a guide to the year and the WCS culture at the beginning of the year. Activities included: 2 sessions of parenting classes

- Weekly Friday Forums: include Family Council Meetings, Discussions based on Articles, Training by Wellness Committee & Sample Classes by Specialty Teachers
- Back to School Night, Panel Discussion & Class Parent Nights
- Visiting Lectures: Kim John Payne, Jack Petrash
- Festivals: Harvest Festival, Lantern Walk, Winter Music Concert, Grandparents Day, Earth Day Clean-up, May Faire, All-school Assembly

Charter Agreement Performance Measures

Percentage of students demonstrating growth on WCS Assessment Rubrics at the beginning and end of the year on a variety of competencies: *WWCS will return to SCSB to set appropriate metric and targets prior to the beginning of their 4th year of operation, but will have annual meetings with SCSB Office staff showing progress toward gathering data and establishing a valid and reliable assessment tool*

Development in process. Identifying meaningful and reliable tools to use to track growth.

Percentage of students in grades 6 – 8, who have attended 3 FAY, who are proficient according to the state summative ELA assessment: Greater than or equal to 3%.

Does not apply yet. No students have been in attendance for 3 full academic years.

Percentage of students in grades 6 – 8, who have attended 3 FAY, who are proficient according to the state summative Mathematics assessment: Greater than or equal to 5%.

Does not apply yet. No students have been in attendance for 3 full academic years.

Percentage of students in grades 6 – 8, who have attended 3 FAY, who are proficient according to the state summative Science assessment: Greater than or equal to 4%.

Does not apply yet. No students have been in attendance for 3 full academic years.

Percentage of students in grade 3 reading on grade level at the beginning and end of the year: 90%

2016-17: **88%** of students in third grade that were proficient at the beginning of the year remained proficient at the end of the year.

2017-18: **100%** of students in third grade that were proficient at the beginning of the year remained proficient at the end of the year.

Percentage of students in grade 3 not reading on grade level at the beginning of the year who are reading on grade level at the end of the year: 40%.

2016-17: **10%** of students who were not proficient at the beginning of the year reached proficiency by the end of the year. WCS met its UNIFORM GROWTH GOAL as set and calculated by the Utah State Board of Education.

2017-18: **6%** of students who were not proficient at the beginning of the year reached

proficiency by the end of the year. WCS again met its UNIFORM GROWTH GOAL as set and calculated by the Utah State Board of Education.

Percentage of students in grades 1 – 8 missing $\geq 10\%$ of school days: 14% or less.

2016-17: **15%** of students missed over 10% of the school year.

2017-18: 22% of students missed over 10% of the school year.

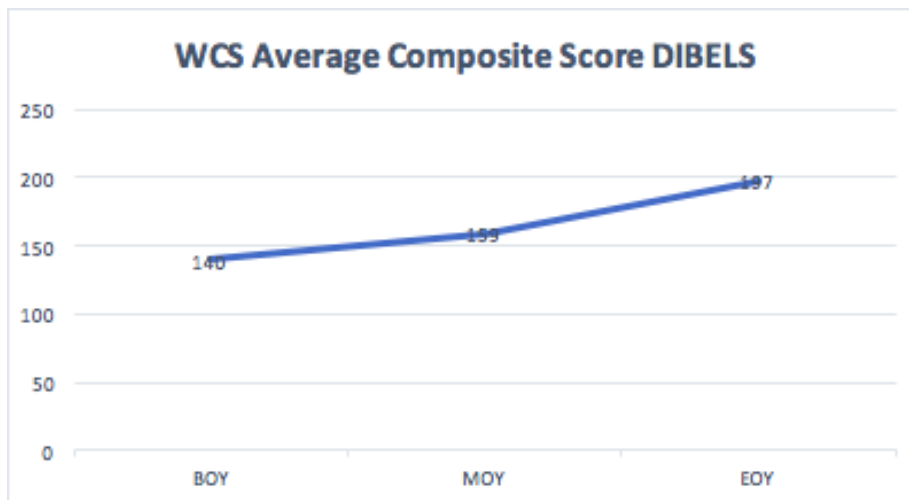
Student Achievement Scores

READING OVERALL

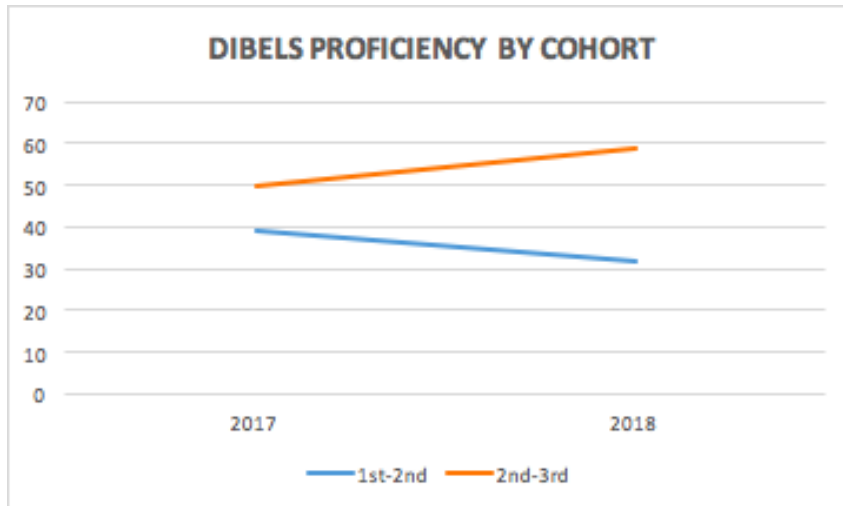
Overall, students were assessed using four tools: DIBELS (an indicator of early reading used in grades 1-3 and administered three times a year), mClass Math (an early grades math assessment), SAGE (State-mandated summative test given to students in grades 3-8 in English Language Arts (ELA), math, and science at the end of the year), and Easy-CBM (a benchmark assessment used internally for students in grades 4-8 to track progress in ELA and math). An overall analysis of WCS students' score shows that growth occurred across the board on all of these measures, when raw scores are tracked. However, despite student growth, there was not consistently an increase in the percentage of students reaching cut offs for "proficiency" as defined on each test, although in certain grades significant gains can be noted.

LOWER GRADES

Overall, reading scores for students in grades 1-3 increased over the course of the year.

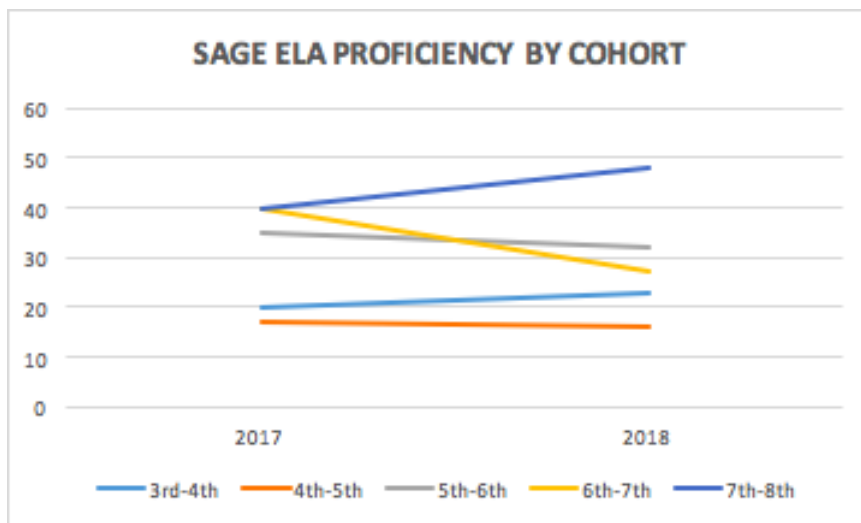


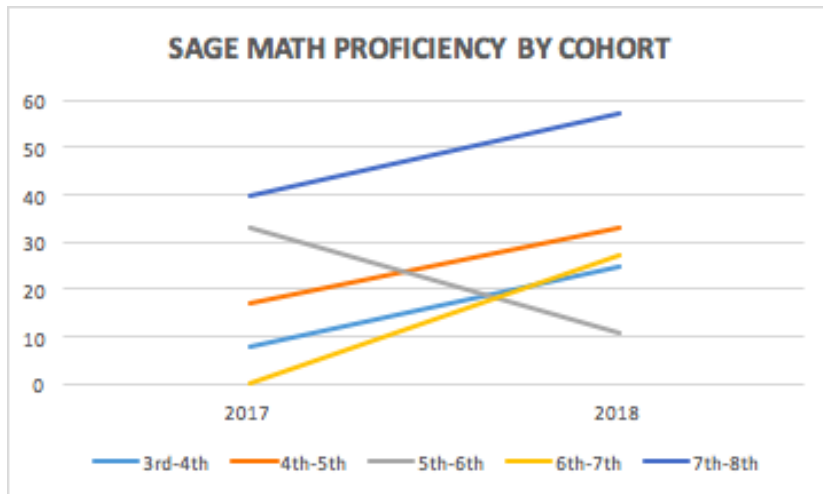
And, overall, some cohorts made significant progress in proficiency levels from year to year, such as last year's second grade that increased by 10% proficiency over the course of the 2017-18 school year.



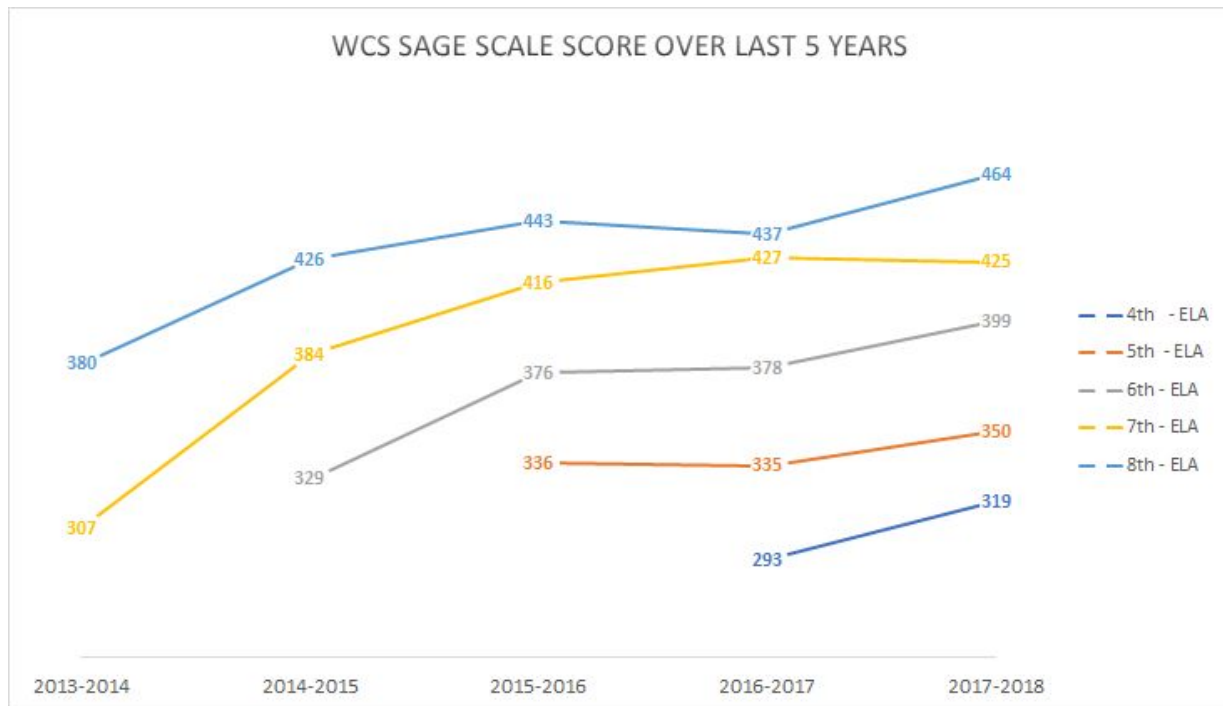
UPPER GRADES

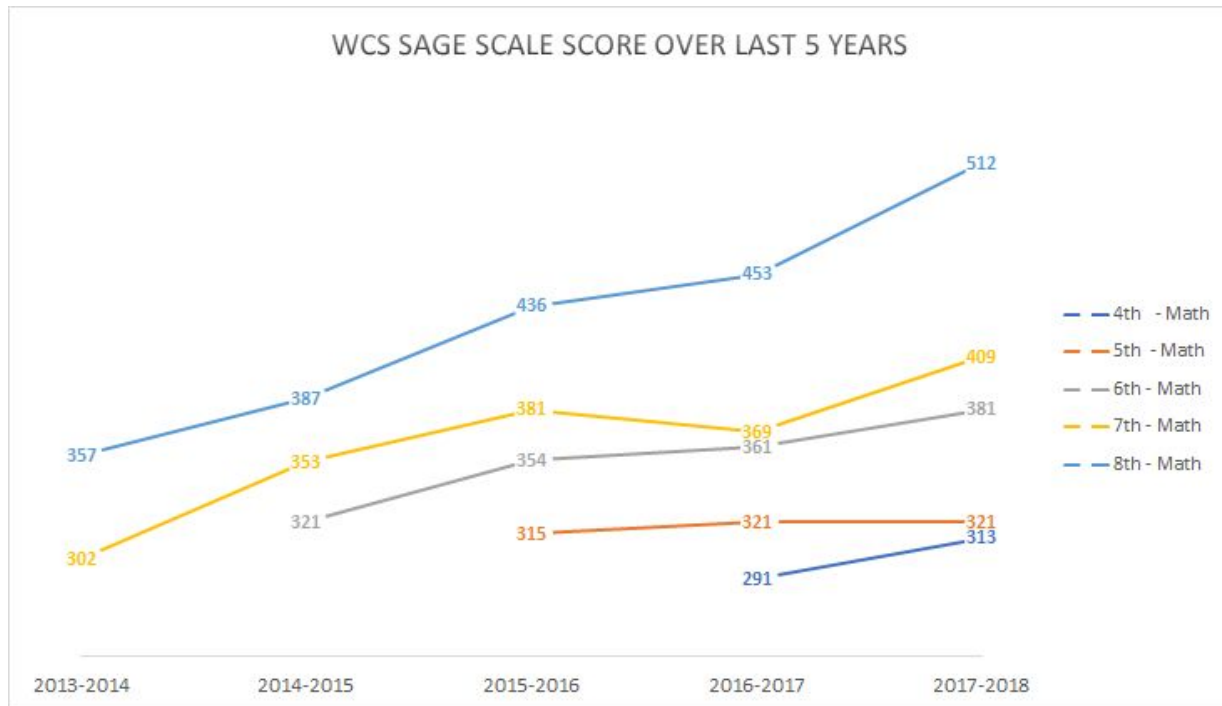
In several grades the overall proficiency of a given cohort of students increased substantially over the course of the academic year. This was the case for 3rd to 4th and 7th to 8th grade students in English Language Arts and for nearly all grades in math.





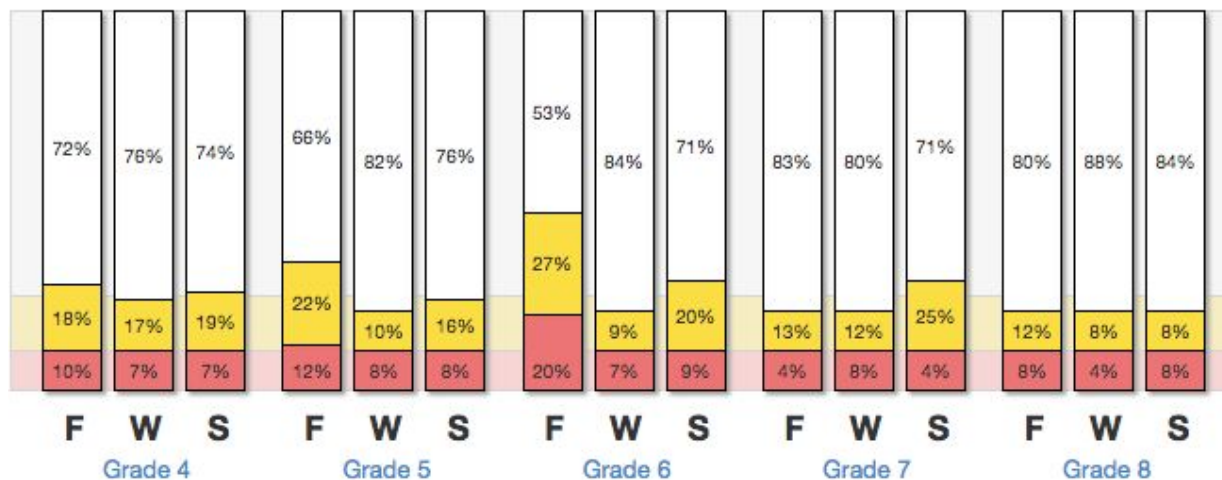
In addition, comparisons of students' raw scores on SAGE overtime, shows increases across the board in ELA and math, even when proficiency rates did not increase substantially. This data indicates that individual students are growing and learning.



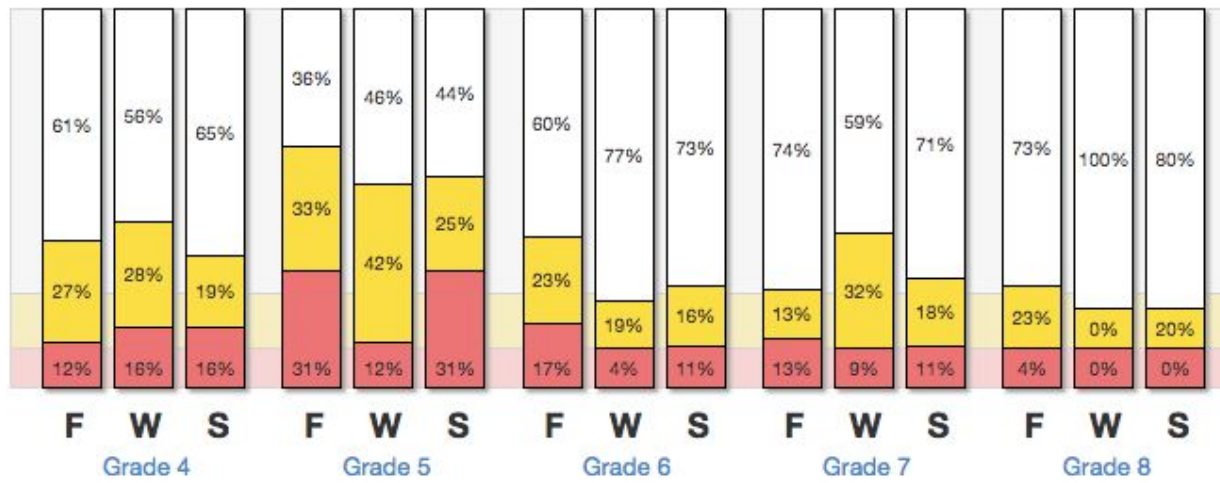


On internal assessments of student progress using Easy-CBM, nearly all grades gained in student proficiency over the course of the year in ELA and mathematics.

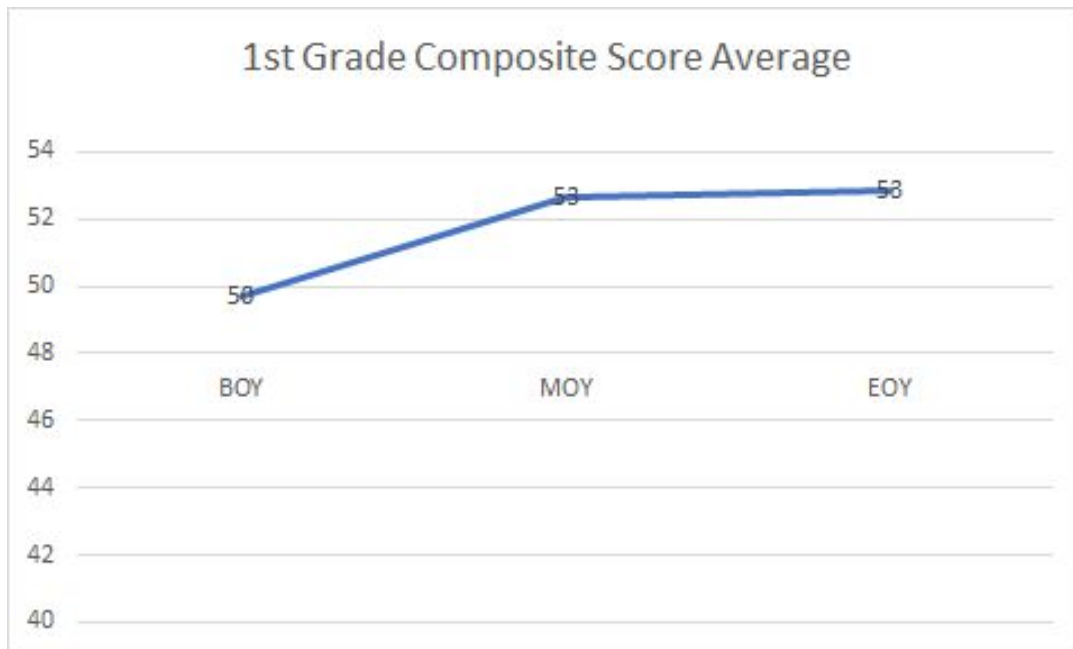
Easy CBM Reading Side by Side Comparison by Grade



Easy CBM Math Side by Side Comparison by Grade

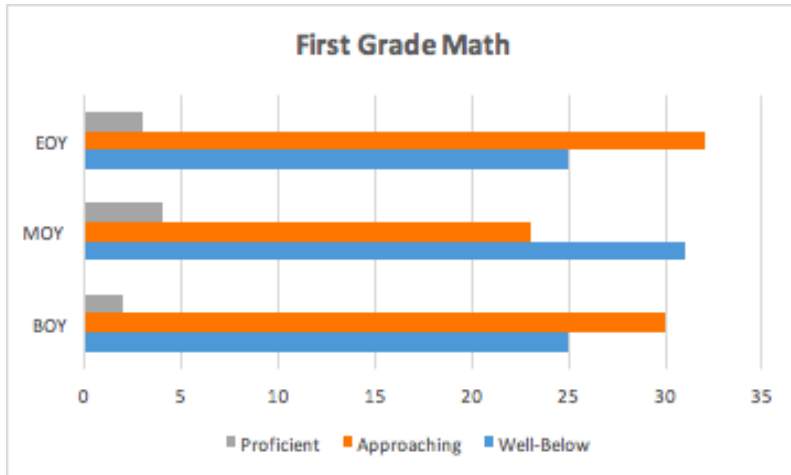


FIRST GRADE

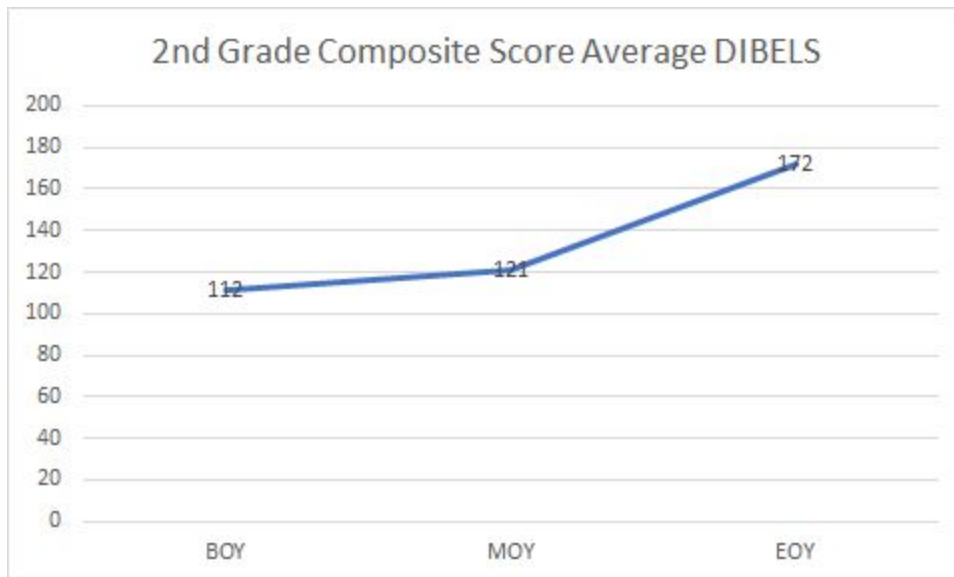


First Grade Literacy (DIBELS)

Percent of Students Proficient at Beginning of the Year	8%
Percent of Students Well-Below Proficient at Beginning of the Year	90%
Percent of Students Proficient at End of the Year	11%
Percent of Students Well-Below Proficient at End of the Year	81%
Students Maintaining Proficiency Throughout Year	100%
Students Below who Moved to Proficiency Throughout Year	4%

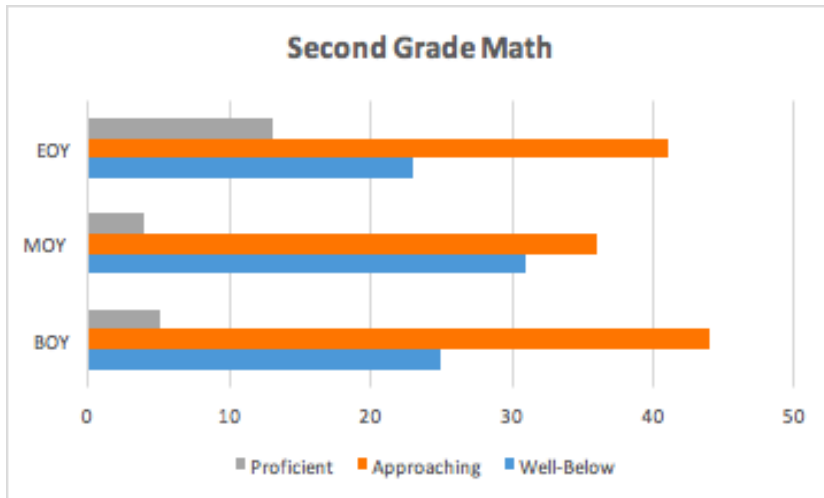


SECOND GRADE

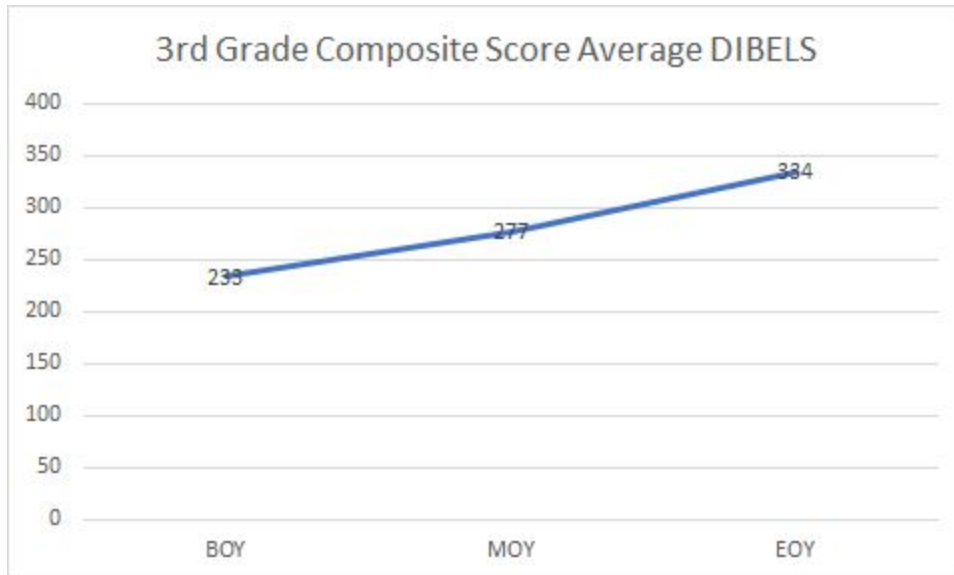


Second Grade Literacy (DIBELS)

Percent of Students Proficient at Beginning of the Year	38%
Percent of Students Well-Below Proficient at Beginning of the Year	49%
Percent of Students Proficient at End of the Year	32%
Percent of Students Well-Below Proficient at End of the Year	49%
Students Maintaining Proficiency Throughout Year	90%
Students Below who Moved to Proficiency Throughout Year	0%



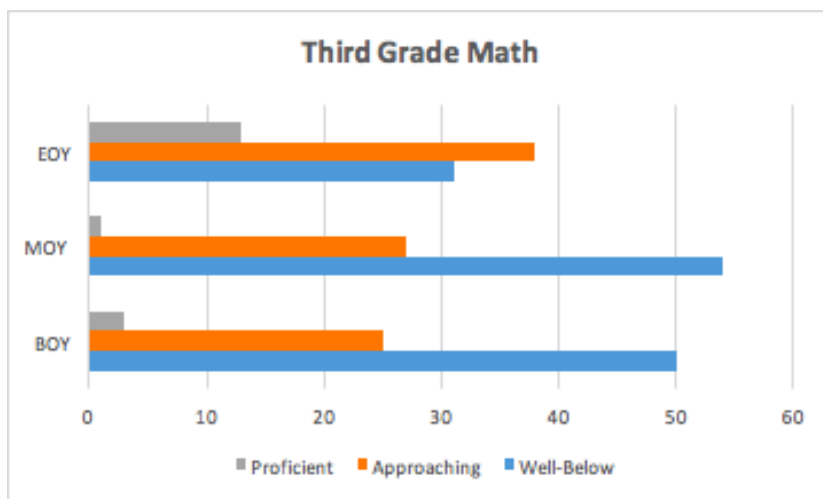
THIRD GRADE



Third Grade Literacy / ELA

Percent of Students Proficient at Beginning of the Year (assessed by DIBELS)	55%
Percent of Students Well-Below Proficient at Beginning of the Year (assessed by DIBELS)	43%
Percent of Students Proficient at End of the Year (assessed by DIBELS)	59%
Percent of Students Well-Below Proficient at End of the Year (assessed by DIBELS)	36%
Students Maintaining Proficiency Throughout Year (assessed by DIBELS)	100%
Students Below who Moved to Proficiency Throughout Year (assessed by DIBELS)	5%
WCS Percent Proficient on SAGE (84% students tested)	28%
State Percent Proficient on SAGE	47%
Male Students Proficient on SAGE	27%

Female Students Proficient on SAGE	29%
Caucasian Students Proficient on SAGE	25%
Other Racial Groups Proficient on SAGE	43%
Students with Disabilities Proficient on SAGE	0%
Economically Disadvantaged Students Proficient on SAGE	16%

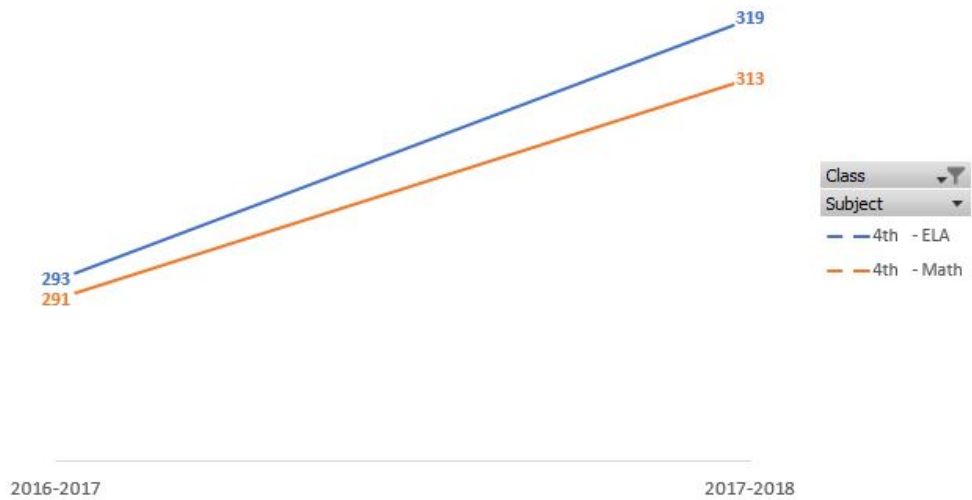


Third Grade Math

WCS Percent Proficient on SAGE (84% students tested)	10%
State Percent Proficient on SAGE	52%
Male Students Proficient on SAGE	12%
Female Students Proficient on SAGE	9%
Caucasian Students Proficient on SAGE	9%
Other Racial Groups Proficient on SAGE	14%
Students with Disabilities Proficient on SAGE	0%
Economically Disadvantaged Students Proficient on SAGE	6%

FOURTH GRADE

4th Grade SAGE Raw Scores



Fourth Grade Math (SAGE)

WCS Percent Proficient on SAGE (71% students tested)	25%
State Percent Proficient on SAGE	52%
Male Students Proficient on SAGE	28%
Female Students Proficient on SAGE	24%
Caucasian Students Proficient on SAGE	28%
Other Racial Groups Proficient on SAGE	Unavailable, sample size too small
Students with Disabilities Proficient on SAGE	Unavailable, sample size too small
Economically Disadvantaged Students Proficient on SAGE	0%

Fourth Grade ELA (SAGE)

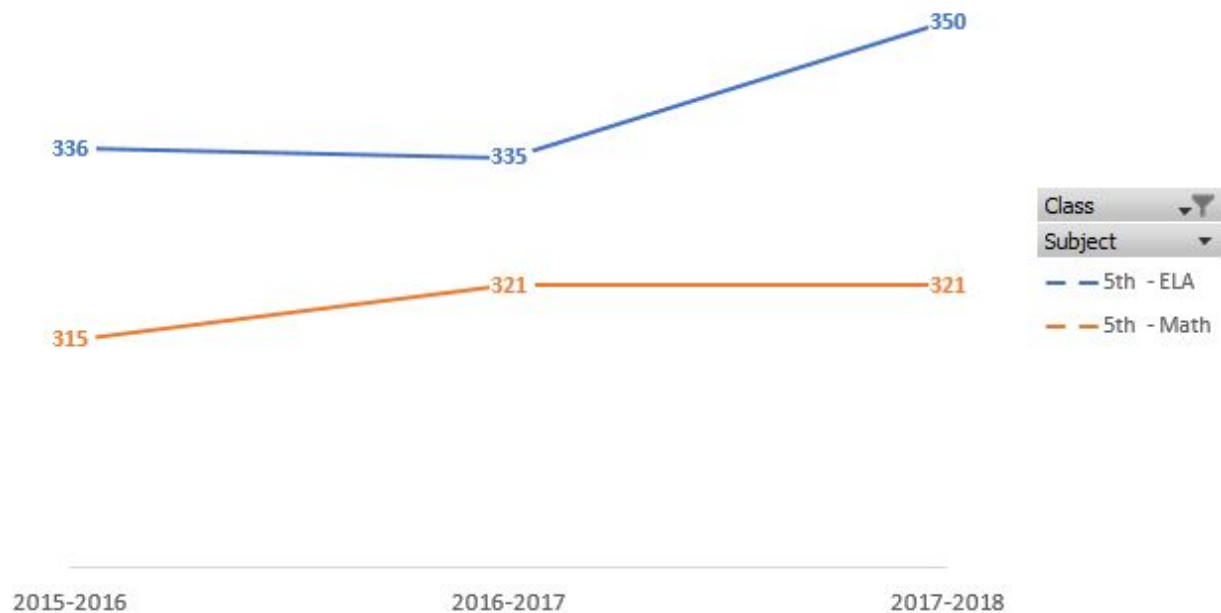
WCS Percent Proficient on SAGE (71% students tested)	23%
State Percent Proficient on SAGE	43%
Male Students Proficient on SAGE	18%
Female Students Proficient on SAGE	26%
Caucasian Students Proficient on SAGE	23%
Other Racial Groups Proficient on SAGE	Unavailable, sample size too small
Students with Disabilities Proficient on SAGE	Unavailable, sample size too small
Economically Disadvantaged Students Proficient on SAGE	27%

Fourth Grade Science

WCS Percent Proficient on SAGE (71% students tested)	6%
State Percent Proficient on SAGE	47%
Male Students Proficient on SAGE	7%
Female Students Proficient on SAGE	5%
Caucasian Students Proficient on SAGE	7%
Other Racial Groups Proficient on SAGE	Unavailable, sample size too small
Students with Disabilities Proficient on SAGE	Unavailable, sample size too small
Economically Disadvantaged Students Proficient on SAGE	0%

FIFTH GRADE

5th Grade SAGE Raw Scores



Fifth Grade Math (SAGE)

WCS Percent Proficient on SAGE (80% students tested)	16%
State Percent Proficient on SAGE	50%
Male Students Proficient on SAGE	19%
Female Students Proficient on SAGE	14%
Caucasian Students Proficient on SAGE	16%
Other Racial Groups Proficient on SAGE	17%
Students with Disabilities Proficient on SAGE	Unavailable, sample size too small
Economically Disadvantaged Students Proficient on SAGE	8%

Fifth Grade ELA (SAGE)

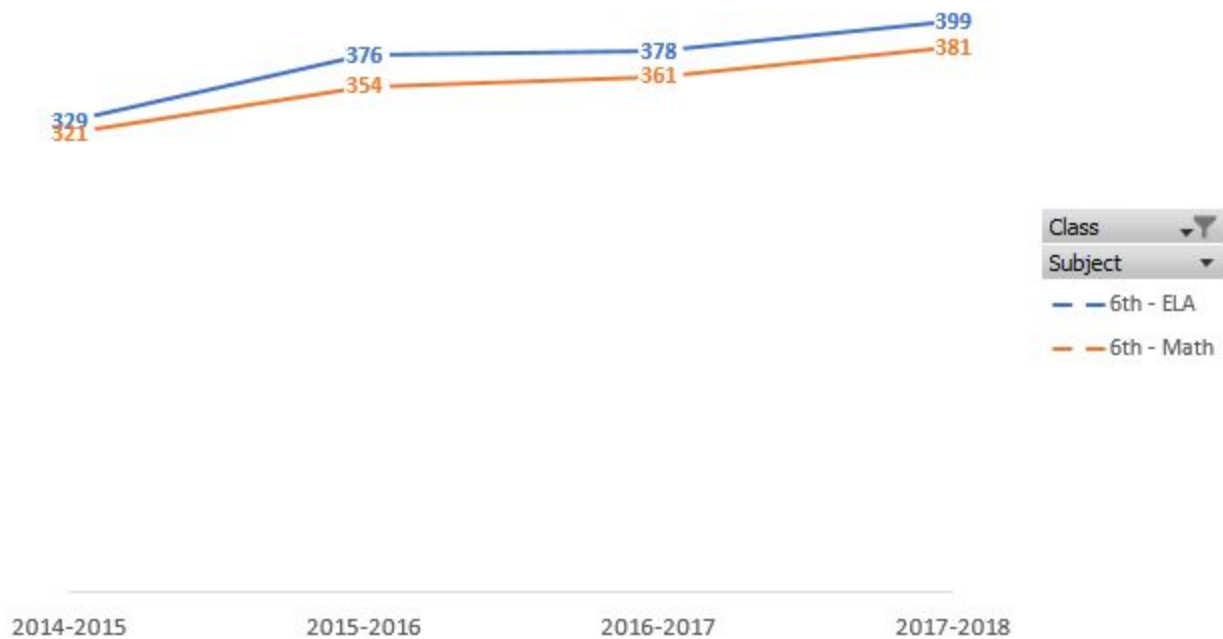
WCS Percent Proficient on SAGE (80% students tested)	34%
State Percent Proficient on SAGE	48%
Male Students Proficient on SAGE	29%
Female Students Proficient on SAGE	38%
Caucasian Students Proficient on SAGE	39%
Other Racial Groups Proficient on SAGE	17%
Students with Disabilities Proficient on SAGE	Unavailable, sample size too small
Economically Disadvantaged Students Proficient on SAGE	33%

Fifth Grade Science

WCS Percent Proficient on SAGE (80% students tested)	22%
State Percent Proficient on SAGE	52%
Male Students Proficient on SAGE	24%
Female Students Proficient on SAGE	21%
Caucasian Students Proficient on SAGE	24%
Other Racial Groups Proficient on SAGE	17%
Students with Disabilities Proficient on SAGE	Unavailable, sample size too small
Economically Disadvantaged Students Proficient on SAGE	8%

SIXTH GRADE

6th Grade SAGE Raw Scores



Sixth Grade Math (SAGE)

WCS Percent Proficient on SAGE (77% students tested)	11%
State Percent Proficient on SAGE	40%
Male Students Proficient on SAGE	10%
Female Students Proficient on SAGE	13%
Caucasian Students Proficient on SAGE	10%
Other Racial Groups Proficient on SAGE	Unavailable, sample size too small
Students with Disabilities Proficient on SAGE	Unavailable, sample size too small
Economically Disadvantaged Students Proficient on SAGE	0%

Sixth Grade ELA (SAGE)

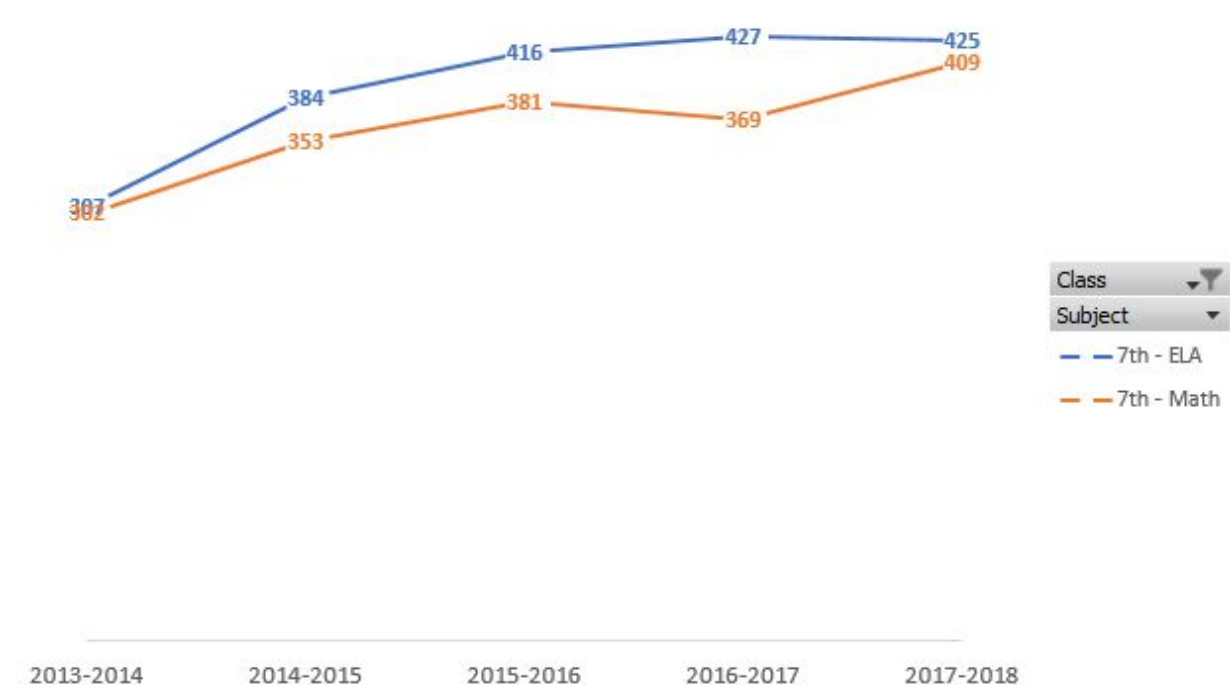
WCS Percent Proficient on SAGE (77% students tested)	32%
State Percent Proficient on SAGE	48%
Male Students Proficient on SAGE	23%
Female Students Proficient on SAGE	50%
Caucasian Students Proficient on SAGE	33%
Other Racial Groups Proficient on SAGE	Unavailable, sample size too small
Students with Disabilities Proficient on SAGE	Unavailable, sample size too small
Economically Disadvantaged Students Proficient on SAGE	23%

Sixth Grade Science

WCS Percent Proficient on SAGE (77% students tested)	32%
State Percent Proficient on SAGE	52%
Male Students Proficient on SAGE	23%
Female Students Proficient on SAGE	50%
Caucasian Students Proficient on SAGE	33%
Other Racial Groups Proficient on SAGE	Unavailable, sample size too small
Students with Disabilities Proficient on SAGE	Unavailable, sample size too small
Economically Disadvantaged Students Proficient on SAGE	23%

SEVENTH GRADE

7th Grade SAGE Raw Scores



Seventh Grade Math (SAGE)

WCS Percent Proficient on SAGE (71% students tested)	27%
State Percent Proficient on SAGE	49%
Male Students Proficient on SAGE	19%
Female Students Proficient on SAGE	36%
Caucasian Students Proficient on SAGE	Unavailable, sample size too small
Other Racial Groups Proficient on SAGE	Unavailable, sample size too small
Students with Disabilities Proficient on SAGE	Unavailable, sample size too small
Economically Disadvantaged Students Proficient on SAGE	Unavailable, sample size too small

Seventh Grade ELA (SAGE)

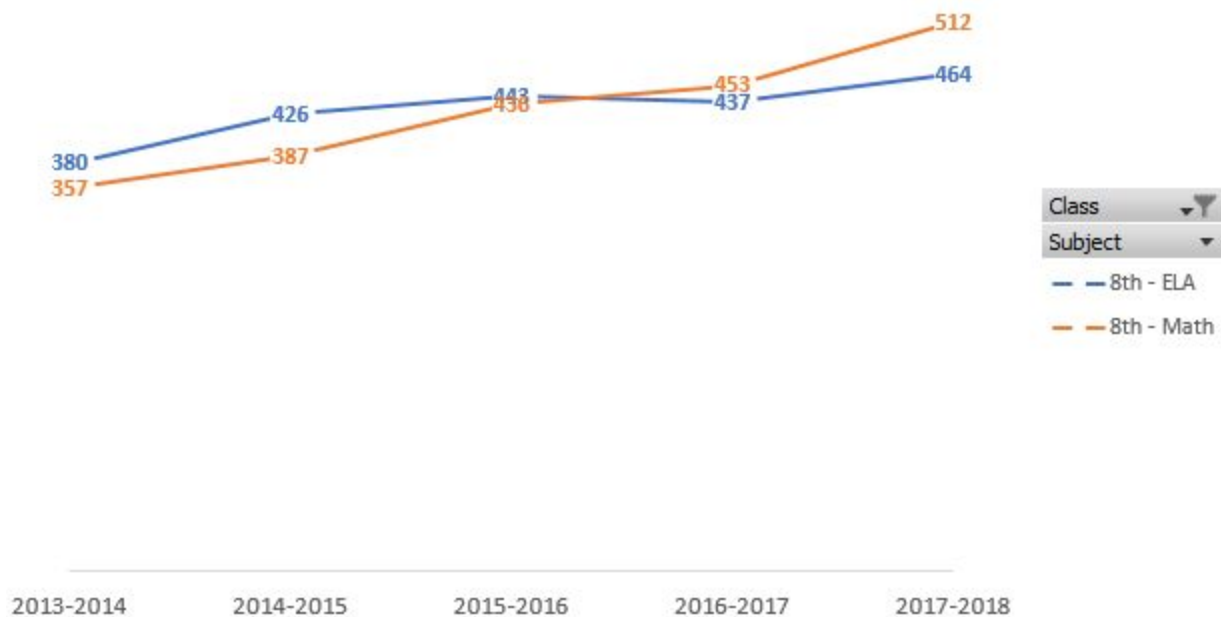
WCS Percent Proficient on SAGE (71% students tested)	32%
State Percent Proficient on SAGE	45%
Male Students Proficient on SAGE	19%
Female Students Proficient on SAGE	45%
Caucasian Students Proficient on SAGE	Unavailable, sample size too small
Other Racial Groups Proficient on SAGE	Unavailable, sample size too small
Students with Disabilities Proficient on SAGE	Unavailable, sample size too small
Economically Disadvantaged Students Proficient on SAGE	Unavailable, sample size too small

Seventh Grade Science

WCS Percent Proficient on SAGE (71% students tested)	18%
State Percent Proficient on SAGE	49%
Male Students Proficient on SAGE	19%
Female Students Proficient on SAGE	19%
Caucasian Students Proficient on SAGE	Unavailable, sample size too small
Other Racial Groups Proficient on SAGE	Unavailable, sample size too small
Students with Disabilities Proficient on SAGE	Unavailable, sample size too small
Economically Disadvantaged Students Proficient on SAGE	Unavailable, sample size too small

EIGHTH GRADE

8th Grade SAGE Raw Scores



Eighth Grade Math (SAGE)

WCS Percent Proficient on SAGE (66% students tested)	60%
State Percent Proficient on SAGE	45%
Male Students Proficient on SAGE	63%
Female Students Proficient on SAGE	58%
Caucasian Students Proficient on SAGE	Unavailable, sample size too small
Other Racial Groups Proficient on SAGE	Unavailable, sample size too small
Students with Disabilities Proficient on SAGE	Unavailable, sample size too small
Economically Disadvantaged Students Proficient on SAGE	Unavailable, sample size too small

Eighth Grade ELA (SAGE)

WCS Percent Proficient on SAGE (66% students tested)	45%
State Percent Proficient on SAGE	44%
Male Students Proficient on SAGE	50%
Female Students Proficient on SAGE	42%
Caucasian Students Proficient on SAGE	Unavailable, sample size too small
Other Racial Groups Proficient on SAGE	Unavailable, sample size too small
Students with Disabilities Proficient on SAGE	Unavailable, sample size too small
Economically Disadvantaged Students Proficient on SAGE	Unavailable, sample size too small

Eighth Grade Science

WCS Percent Proficient on SAGE (66% students tested)	60%
State Percent Proficient on SAGE	49%
Male Students Proficient on SAGE	63%
Female Students Proficient on SAGE	58%
Caucasian Students Proficient on SAGE	Unavailable, sample size too small
Other Racial Groups Proficient on SAGE	Unavailable, sample size too small
Students with Disabilities Proficient on SAGE	Unavailable, sample size too small
Economically Disadvantaged Students Proficient on SAGE	Unavailable, sample size too small

Our Operations

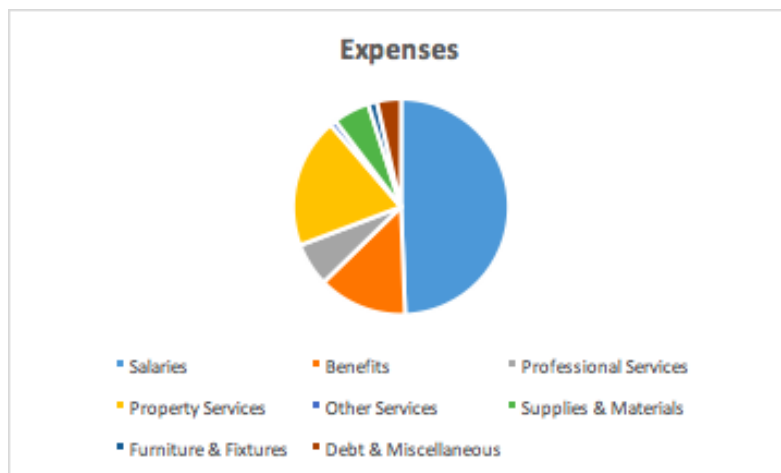
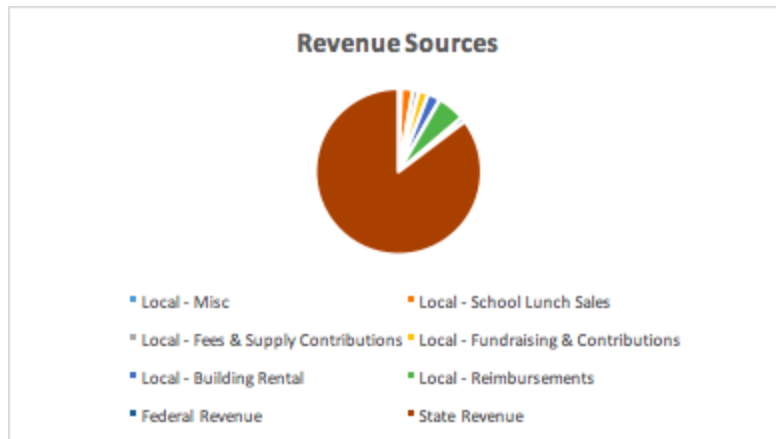
Governance

Governance of the school is overseen by a 5-9 member Board of Directors and their appointee, the Executive Director. Over the course of the 2017-18 school year, the Board of Directors has increased in professionalism, received helpful trainings, and reviewed policies, as well as maintaining ongoing responsibilities for oversight of budgets, operations, and fundraising.

Key required functions that have been complied with include:

- ❖ The Governing Board has instituted policies and programs to ensure compliance with the terms and conditions of the Charter Agreement as well as compliance with all governing laws, regulations, and rules.
- ❖ The Governing Board has a website with the content requirements found in R277-482, Utah Administrative Code, posted at least 180 days prior to the opening day of school. In addition, the SCSB requires the website contain links to school data and accountability reports maintained on other websites (e.g., student assessment, audited financial statement, etc.); links to Governing Board meeting dates, agendas and minutes; and reports created by the Governing Board to provide evidence of how the Charter School performed compared to the assurances and school accountability measures in this Charter Agreement.
- ❖ The Charter School's Governing Board has submitted such reports as required by state and federal law, this Charter Agreement, and as may be requested by the SCSB.
- ❖ WCS protects the the rights of students with disabilities.
- ❖ WCS has all full-time class teachers with a current license or temporary authorization to provide that they are State Qualified. Details on qualifications are above.
- ❖ WCS complies with Governance Requirements and the developing Governing board policies, including those related to oversight of an Education Service Provider, if applicable and governing board by-laws, Utah Open & Public Meetings Act, Governing board code of ethics, Governing board conflicts of interest, and Governing board composition and/or membership rules (e.g., requisite number of qualified teachers, restriction on employees or contractors serving on the board, etc.).

Finances



WCS is carefully managing state, federal, and local funds to meet all priorities and needs. State funding comprises 90% of all revenue to the school, with Federal funds providing 1% and Fundraising making up 2%. The vast majority of funding is used to pay salaries and benefits, comprising 62% of all costs. Building expenses (including maintenance, grounds care, and other costs) comprised 19% of expenses, with the lease alone making up 17.5% of total budget. Professional services comprise 7% of the total budget, including professional development costs and special education service providers.

Pursuant to U.C.A. § 63G-7-604(4) and Rule 37-4, U.A.C, the WCS obtained and maintains insurance through the Utah State Division of Risk Management or other suitable insurance carrier (with a general policy holder rating of not less than A and a financial rating of AAA as rated in the most current available “Best Guide” Insurance Report) coverage to insure against all claims up to and including the limitation of judgements established by statute and rule. Such coverage shall include but not be limited to:

- 1) General liability;
- 2) Employee dishonesty bond;

- 3) Workers' compensation, as specified by federal law;
- 4) Comprehensive/collision consistent with cash values of vehicles if applicable;
- 5) Liability insurance specific to the School's Governing Board's financial officer or treasurer or business administrator consistent with coverage designated in USBE rule.

SCSB is named as an additional insured under any and all general liability insurance policies required by this section.

In terms of State Financial Metrics, the following information provides details by metric.

Number of Material of Significant Audit Findings, Current Year
<p>2016-17: No findings on enrollment audit.</p> <p>Two findings on financial audit which have been addressed and formal response is being sent to USBE by May 30.</p> <ol style="list-style-type: none"> 1. Need to increase coverage on Treasurer's Bond 2. Need to formally appoint Records Officer (Ms. Merchant and Ms. Salisbury had been identified and attended training, but training was in December 2015 and there had not been a formal Board vote. That has been remedied for the coming year.)
2017-18: No material findings.

Number of Unresolved Audit Findings from Prior Year
2016-17: N/A
2017-18: See Above. All findings have been addressed.

Maintain bond covenants
2016-17: N/A - School does not have a bond.
2017-18: Covenants were maintained for the months in which they existed.

Adherence to Operational Budget: Within 5%
2016-17: Current projections are for less than 1% deviation from budget projections. Final budget will be accurate.

2017-18: Yes.

Occupancy Costs: 28% or less

2016-17: 17.5%

2017-18: 17.5%

Debt service coverage ratio: 1.1

2016-17: 1.39 is current (Red Apple Goal is 1.25)

2017-18: 1.31

Cashflow: Positive

2016-17: Meets. Cash flow has remained positive all year.

2017-18: Meets.

Total Margin of Net Income to Revenue (for 3 years aggregated): Positive

2016-17: 5.3%

2017-18: 4.2%

Enrollment Variance (October 1 count compared to projections): 95%

2016-17: 100%. October 1 enrollment was 540 (as verified on audit). Projections for 2016-17 were 540.

2017-18: October 1 count was 558. Budget was 540.

Unrestricted Cash on Hand: 30 days with a positive trend.
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2016-17: 48 days cash on hand.

2017-18: 44 days cash on hand.

Ratio of Assets to Liabilities: 1.0 with positive trend
2016-17: 2
2017-18: 8.7

Debt to asset ratio: less than or equal to .9
2016-17: Meets -- more assets (cash and property) than debt
2017-18: Meets