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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: June 6, 2014

ACTION: Amendment request from Syracuse Arts Academy

Background:

Syracuse Arts Academy opened as a charter school in Syracuse in fall 2006 and serves 1,025 students in grades K–9. The school requests to open a satellite campus in Syracuse (Davis School District) in fall 2015 serving 728 students in K–6. The State Charter School Board has reviewed and approved the school's request and forwards it to the State Board of Education for consideration.

Key Points:

Syracuse Arts Academy requests to modify its charter to open a satellite campus in Syracuse (Davis School District) in fall 2015 serving 728 students in K–6 (ultimate enrolment is 1,751 students between both campuses). The executive summary report is included and additional information submitted by the school can be found at

<http://schools.utah.gov/charterschools/State-Charter-School-Board/2014-Board-Meetings/May-2014.aspx>

Anticipated Action:

The Law and Licensing Committee will consider approving Syracuse Arts Academy governing board's request to open a satellite campus as outlined in the amendment request. If approved by the Committee, the Board will consider approving the request.

Contact: Brenda Hales, Deputy Superintendent, 801-538-7515
Marlies Burns, Staff Director of Charter Schools, 801-538-7817

**AMENDMENT
(Satellite Request)**

**Utah State Board of Education
Charter School Board Executive Summary Report**

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5.

This summary report shall be completed by the SCSB and submitted to Brenda Hales, Deputy Superintendent, Utah State Office of Education, two weeks ahead of the regularly scheduled USBE meetings for approval and inclusion in the board's agenda materials. Only that which is in writing, and included in the agenda materials, as ratified for recommendation by the SCSB, shall be considered by the USBE in its final approval process. Attachments, by way of clarification, or elaboration, may be included.

1. Charter School Syracuse Arts Academy

2. Street Address 2893 West 1700 South Phone 801-779-2066

3. City Syracuse

4. This is a school located in an area: () Rural (X) Urban

5. Chief School Officer Cameron Almond Phone 801-928-1360

6. The parent charter school is located in which school district? Davis

The satellite charter school is located in which school district? Davis

7. List or attach all duly elected, current board directors of the school:

Cameron Almond Bryan DeGrange Teresa Peacock

Jerrad Pullum Nathan Schow _____

8. Requested amendment to charter:

Request a satellite school to be located in Davis School District serving 728 students in grades K-6.

9. a) Summary description of satellite charter school:

SAA provides a challenging, accelerated curriculum where academic excellence, character development, and individual growth are nurtured in a safe, orderly and pleasant environment.

b) How many students will the satellite school serve and what grades?

Grades K-6 728 students

c) The parent school's current configuration is:

Grades K – 9, 1025 students

d) Does the satellite school's grade configuration align with the local school district configuration? Yes

e) Percentage of minority students at parent school. How does the minority percentage compare with the local school district minority percentage? (Data from SY2014 Fall Enrollment Report)

Davis School District	16.0%
Syracuse Arts Academy	10.8%

f) Percentage of special education students at parent school. How does the special education percentage compare with the local school district special education percentage? (Data from SY2014 SCRAM Report)

Davis School District	10.6%
Syracuse Arts Academy	9.1%

g) additional information:

10. What makes this satellite school needed?

First and foremost, SAA's dedication to accomplishing its mission makes it unique inasmuch as neither its district of residence nor its surrounding districts offer a focus on arts integration. SAA's original charter application was for K-6, with a focus on the integration of the arts. The SAA Satellite will also begin as a K-6 school and strictly adhere to the mission of SAA, which is to *develop respectful, confident citizens in a solid educational environment enriched by artistic expression.*

The University of Tennessee at Chattanooga's Southeast Center for Education in the Arts (SCEA) did an in depth needs assessment in the spring of 2013 and reviewed the integration of the arts at SAA. The following is an excerpt from their Executive Summary:

The overarching atmosphere of a nurturing, highly affective and affirming community climate is evident at Syracuse Arts Academy. Student performance is strong, parents and students speak well of administrators and teachers, and colleagues respect and praise their peers. Clearly, Syracuse Arts Academy is doing lots of things right!

SCEA proposed a professional development plan for SAA to continue its commitment to arts integration. Partnering and participating with SCEA has allowed SAA's administration and staff to self-reflect on the good work they have already accomplished while setting school improvement goals specific to their mission. SAA's board of trustees continues to demonstrate its dedication to SCEA's needs assessment by allocating resources towards this professional development plan.

We believe SAA has proven that the integration of arts supports academic achievement, and we assert that our belief was affirmed when SAA received an "A" last year for its school grade. The integration of arts, the strong commitment to academic achievement, a dedicated governing board, exceptional administration and teaching staff and a strong parental support help make SAA successful in completing its mission and provide an exceptional, unique program to the students that attend the school.

The need for a satellite is evident by not only a large lottery pool, but also highly satisfied parents. Over the last two years SAA has had an average of 835 students that were actively waiting to get into the K-6 program. SAA starts their lottery program new every year, so parents applying are not carried over from year-to-year. Many parents report giving up on applying to school due to the lack of available seats at SAA. The lack of “new” enrollment opportunities can be attributed in great part to the high parent satisfaction and re-enrollment rates at SAA. An example of stakeholder satisfaction can be seen in the past two years’ stakeholder surveys wherein SAA has enjoyed an average overall parent approval rating of 98.3%.

11. Is the schools’ curriculum fully aligned with the Utah State Core Curriculum? If not, in what areas does the school deviate from the Core?

Yes

12. How will the school address the needs of students with disabilities who will need Special Education services?

At SAA, we believe that every student should have an equal opportunity to receive an education. At the SAA Satellite, all students will be entitled to a free and appropriate education, and individuals with disabilities will be afforded that same opportunity regardless of disability and severity. The SAA Satellite will offer a variety of program options for students based on their individual needs and as outlined in the student’s Individualized Education Plan (IEP) by offering a full continuum of alternative placements. From least to most restrictive, the placements offered will be:

- *General Education with Supports/Consultation:* a service pattern in which special educators or related service providers work with the general education classroom teacher offering specialized teaching techniques, support, and assistance for the student with a disability in the general education classroom.
- *Resource Program:* a service pattern within each school where specialized instruction for students with disabilities is provided in a “pullout” type program. Students will receive instruction directly in a resource classroom for part of their school day.
- *Self-Contained Program:* a service pattern in which the majority, at least half, of instruction is provided by special educators and related service providers in a classroom specifically identified as the special education classroom.
- *Home and Hospital Program:* a service pattern in which the specialized instruction is provided within the home setting or is provided by an outside agency if the student is hospitalized. This option is available for students who are unable to attend school due to physical illness, injury or serious emotional problems.

In order to safeguard the appropriate implementation of special education services in the variety of program options, the SAA Satellite will adhere to Syracuse Arts Academy’s Special Education Policy and Procedures Manual approved by the USOE in February of 2009. This Manual ensures students with disabilities or suspected disabilities will be identified, evaluated, and provided appropriate educational services and/or accommodations within the definitions of IDEA 2004, ADA, and Section 504. This manual will be used in coordination with the Utah State Board of Education Rules (August 2007) and incorporates the USOE’s Special Education Guidelines (August 2008) for Specific Learning Disabilities (SLD), Least Restrictive Behavioral Interventions (LRBI) and Caseloads. The following areas are covered in this Manual:

- General Provisions (Program Description);

- Identification, Location, and Evaluation of Students (Child Find, Referral, Evaluation, Re-Evaluation, Eligibility Determination including SLD Classification, and Eligibility Classifications);
- IEP Development and Service Delivery (IEP Team Participants, IEP Development and Content, LRE, Initial Placement, IEP Changes, Transition Services, and LRBI);
- Procedural Safeguards for Students and Their Parents (Parental Participation, Independent Education Evaluation (IEE), Written Prior Notices, Dispute Resolution, Surrogate Parents, Confidentiality, and Discipline);
- LEA Eligibility and Responsibilities (Assessment and Reporting, Public Posting, Ensuring Services, Supervision, Personnel Standards, Early Intervening Services, and Caseloads); and
- Students with Disabilities in Other Settings (Private and Public School Placements).

13. What is the financial position of the parent school?

Syracuse Arts Academy meets or exceeds all seven measures of the State Charter School Board's Charter School Performance Standards – Financial Performance & Sustainability.

14. Who performs the financial accounting for the school (by name) and what are his/her credentials for accounting?

Brad Taylor performs and oversees the financial accounting for Syracuse Arts Academy. In addition to overseeing the day-to-day bookkeeping and payroll, Mr. Taylor advises board members and school directors on budgeting, annual state and federal reporting requirements, and state charter school funding rules.

15. UCAS state academic information.

Total Points 520/600
 Growth Points 250/300
 Achievement 270/300

16. What is the position of the local district regarding the amendment request? Who was the contact at the local district? When was the district provided a copy of the amendment request? (Attachment of letters, if necessary)

Sheri Sauve, Davis School District charter school liaison, received a copy of the application April 21, 2014. No concerns have been received to date.

17. What specific conditions or concerns did the SCSB place on the school in order to recommend full approval of this amendment?

None

18. Please provide a brief summary of other points the SCSB would like the Utah State Board of Education to consider in making the decision to approve the amendment.

Syracuse Arts Academy is a high performing school with a long standing history of student enrollment stability, good relations with Davis School District, and high parent satisfaction.

19. Votes of the SCSB in approving the charter school application:

(Listing of charter board members' vote)

Tim Beagley, Howard Headlee,
Dean Brockbank, Bruce Davis,
Kristin Elinkowski, Laura Belnap
Robert Enger

Recommended full approval

Did not recommend approval

Recommended alternate approval*

*Provide detailed explanation of alternate approval

The Utah State Charter School Board assures the accuracy of this report, supports this application, and submits it to the Utah State Board of Education for final approval.

Signature, SCSB Chair

Date

The Utah State Board of Education considered this application on

Date

This application is: () Approved () Not Approved, for the following reasons:

Signature, USBE Chair

Date