

AMENDMENT REQUEST

Utah State Charter School Board

Charter schools are public schools governed by independent boards and held accountable to a legally binding written contractual agreement with their chartering entity. The Utah State Charter School Board (SCSB) is a statutory chartering entity charged with authorizing, monitoring, evaluating, and holding accountable charter schools to compliance with federal and state laws, rules, and regulations, and their contractual agreement. If a time comes when a charter school governing board requires a change to its charter, then the contractual agreement may be modified by mutual agreement of the chartering entity and the governing body of the school.

Amendment requests, including all required attachments and supporting documentation, are due electronically no later than three weeks prior to the upcoming State Charter School Board meeting. A schedule of State Charter School Board meetings can be found at <http://schools.utah.gov/charterschools/State-Charter-School-Board.aspx>. Incomplete requests will not be considered.

Prior to inclusion on the agenda, the State Charter School Board recommends charter school governing boards schedule an appointment with Charter School Section staff to discuss the request and provide clarification to any staff questions. Appointments can be scheduled by emailing marlies.burns@schools.utah.gov

1. Charter School Spectrum Academy
Website www.spectrumcharter.org
Board Chair Marney DeVroom Email mdevroom@spectrumcharter.org
School Administrator Jaime Christensen Email jchristensen@spectrumcharter.org
2. The charter school is located in which school district? Alpine
3. Name(s) and title(s) of district personnel to whom you provided a copy of your entire amendment request, as well as the date of contact.

Submitted to Vern Henshaw (person) who works at Alpine School District on 6/27/2014 (date).
4. Duly elected or appointed governing board members of the school, with titles.

Marney DeVroom, President
Dennis Bullard, Vice President
Marcy Johnson, Secretary
Jason Steenblick, Treasurer
Jana Gold, Member
Rozanne Marsh, Member
Blake Schmutz, Member
5. School mission and purpose(s) (limited to one page):

Mission: Spectrum Academy is the premier charter school in Utah for students with high-functioning Autism, Asperger's and others who would benefit from our unique learning environment. We provide small class sizes, with individualized instruction and innovative social skills curriculum. We help students reach their fullest potential academically, socially, and emotionally, leading to a productive and successful future.

Purpose: Spectrum Academy exists to provide an education based on State standards for students K-12 who have high-functioning Autism, Asperger's Syndrome, and others who can benefit from our unique learning environment, in order to prepare them to be productive citizens in their communities.

6. Requested amendment to charter (check all that apply). Provide requested details and supporting documentation in Attachment 1. If the request requires a budget, include it as Attachment 2. If the governing board has developed a corrective action plan, include it as Attachment 3. *Requires Utah State Board of Education (USBE) Approval (2 months)*

_____ **Change to school mission or purpose(s).** Include a redline version showing new additions and ~~removed language~~ in school mission and/or purpose(s). Describe the process the governing board followed when making this decision, as well as why a change to mission and/or purpose(s) is necessary for the governing board to meet the terms and conditions in its contractual agreement.

_____ **Waiver from Board Rule** _____ (include rule number and title). Describe why the waiver is necessary to meet the mission of the school and help the governing board meet the terms and conditions in its contractual agreement.

__xx__ **Expansion of student enrollment.** Indicate the number of students in grade K, 1 – 6, 7 – 8, and 9 – 12 being requested. Describe whether or not this expansion of student enrollment will require a new facility or a significant structural change to an existing facility (i.e., requires a USOE facility project number)? If so, provide a detailed facility plan (e.g., floor plans, date when the documents pertaining to the financing of the facility project will be submitted to USOE for advice, date when the necessary pre-construction documents will be submitted to USOE for a project number, date the facility project will be completed, etc.). Also provide a copy of the projected budget for all years where student growth is planned.

New students requested (duplicate grade band enrollment information for all school years that new students are requested)
SY 2015

This application for Expansion of Student Enrollment is to correct mathematical errors in the original Amendment Request. The number of students per grade for each of the years were stated correctly in the Amendment Request but the student totals for each year were incorrect. This request is to correct those errors and to have the Board approve the actual total number of students per grade per year and the ultimate maximum enrollment.

See Attachment 1

_____ **Expansion of grade levels served, if requested grades will include students in different weighted pupil unit grade level category.** Indicate the new grade levels being requested. Describe whether or not this expansion of grades served will require a new facility or a significant structural change to an existing facility (i.e., requires a USOE facility project

number)? If so, provide a detailed facility plan (e.g., floor plans, date when the documents pertaining to the financing of the facility project will be submitted to USOE for advice, date when the necessary pre-construction documents will be submitted to USOE for a project number, date the facility project will be completed, etc.). Also provide a copy of the projected budget for all years where grade level expansion is planned.

New grades requested – check all that apply (duplicate information for all school years that new grades are requested)

SY _____ Grade K: _____ Grades 7 – 8: _____
Grades 1-6: _____ Grades 9-12: _____

_____ **Revolving Loan.** If school is recommended by the Charter School Revolving Account Committee for a loan, then the recommendation requires both SCSB and USBE approval. Loan documentation to the SCSB and USBE will be provided by Charter School Section staff. No additional documentation is required.

Requires State Charter School Board Approval with discussion at meeting (1 month)

_____ **Change to educational program or methods of instruction.** Provide supporting documentation of new, evidence-based choice, as well as anticipated improvement in student performance.

_____ **Relocating to a new school district (operational school) or municipality (planning school).** Operational schools must provide evidence supporting the decision to move, including the projected impact on enrollment. Planning schools must provide a detailed market analysis of newly proposed location, including corresponding capital facility plan and revised budget for the planning year and first three operational years.

_____ **Matriculation agreement.** Describe the purpose for the matriculation agreement and provide a copy of the school's proposed matriculation agreement signed by all participating charter school(s).

Requires State Charter School Board Approval via consent calendar (1 month)

_____ **Change to contractual agreement performance measures.** Include a redline version showing new additions and ~~removed language~~ in contractual agreement performance measures and provide supporting documentation for the requested change.

_____ **Postponement of opening year.** Describe the reason for postponing the school's opening year. Provide a copy of the revised budget for the planning year and first three operational years. Include additional supporting documentation as necessary.

_____ **Change to Bylaws specific to number of board members or board member election / appointment process.** Include a redline version showing new additions and ~~removed language~~ in Bylaws.

Requires Executive Director approval (up to 1 month)

_____ **Change name of school.** Provide the school's proposed new name and provide a statement of understanding of requirement to submit paperwork for and receive change of name with IRS.

- _____ **Decrease grades served or student enrollment.** Summarize the governing board's discussion that led to the decision to reduce grade levels or number of students served.

- _____ **Technical corrections.** Include a redline version showing new additions and ~~removed language~~. Technical corrections include changes such as spelling, grammar, title for school employees, name of committees / groups, etc. It may also include re-ordering sections of the application for improved readability and use by the governing board.

- _____ **Acceleration of approved growth model, with no additional students.** Briefly describe the need for an acceleration of growth model approved for a future school year.

- _____ **Other.** Please describe amendment requests that do not fall into any identified category above. Provide details and supporting documentation as appropriate. Additional information may be requested following review and request may require SCSB or USBE approval.

7. Complete *Minimum Standard* and *Charter Contractual Agreement Goal* tables and provide statement of school adherence to State Charter School Board minimum standards and charter agreement, as found in R277-481 and contractual agreement, respectively. If the school is not meeting any of the SCSB minimum standards or any of its charter contract agreement goals, include governing board corrective action plan as appropriate as Attachment 3. (Corrective action plan(s) limited to two pages.)

Minimum standards

<i>Indicator – Board performance & stewardship</i>			
Measure	Metric	Performance 2012	Performance 2013
Ethical conduct	Number of board violations of statute, State Board rule, or charter agreement as of date of amendment request submission.	0	0
Regulatory and reporting compliance	Percentage of teachers properly licensed and endorsed for teaching assignment as of date of amendment request submission.	68.5	73.7
Regulatory and reporting compliance	Percentage of employees and board members with completed criminal background checks as of date of amendment request submission.	100	100

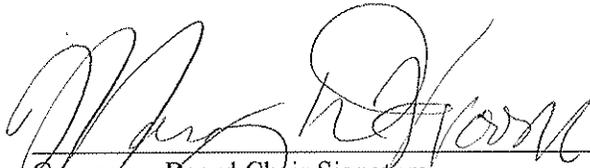
<i>Indicator – Financial performance and sustainability</i>			
Audit findings or recommendations	Number of material findings, financial condition findings, or repeated significant findings in prior fiscal year	0	0
Current assets to total annual operating expenses	Current Assets ÷ (Total Annual Operating Expenses ÷ 360)	22.25	47.12

Charter Contractual Agreement goals

<p><i>Instructions: Insert all charter school goals found in your charter agreement with the State Charter School Board which are not found in other indicator areas. Make certain to include the section and page number where these measures, metrics, and board goals can be found. Also, include the fiscal year for the board performance value. Insert rows as needed.</i></p>				
Measure	Metric	Board Goal	Board Performance 2011/2012 Data	Board Performance 2012/2013 Data
80% of continuously enrolled students will score 3 or 4 on the Utah CRT in language arts, math, and science.	Students will meet statewide performance standards in language arts, math, and science according to U-PASS.	Improve student learning. (Pg. 17 of Charter)	Language Arts = 67% Proficient Math = 46% Proficient Science = 59% Proficient	Language Arts = 63% Proficient Math = 53% Proficient Science = 57% Proficient
75% of continuously enrolled students will score at or above predicted ability/grade level in reading and math as measured by the ITBS.	Students will demonstrate annual improvement in reading and math consistent with grade level standards.	Improve student learning (Pg. 17 of Charter)	N/A	N/A
75% of continuously enrolled students will score 80% or better on assessment tests.	Students will achieve mastery of Utah State Core Curriculum relative to grade level.	Improve student learning. (Pg. 17 of Charter)	80% of continuously enrolled students scored at or above 80% on assessment tests.	80% of continuously enrolled students scored at or above 80% on assessment tests.
Teachers of continuously enrolled students, grades K-9, will report 100% in self vs. teacher evaluation of at least 4 consecutive rubric-based projects and assignments by the end of the year in fine arts, phys. ed., and foreign language.	Use of traditional grading system (A – B – C) in core subjects of language arts, math, and science with participatory grading system used for fine arts, phys. Ed., and foreign language.	Improve student learning. (Pg. 17 of Charter)	Implemented at 100%	Implemented at 100%
75% of continuously enrolled students will show individual improvement as measured by one of the following tests: Walker-McConnell (K-6/7-12) Social Skills Rating System (SSRS), Vineland Adaptive Behavior Scale, Scales of Independent Behavior—Revised.	Students will demonstrate annual individual progress in social skills.	Improve social skills.	90% of continuously enrolled students made individual progress on social skills.	92% of continuously enrolled students made individual progress on social skills.
75% of continuously enrolled students will show individual improvement as observed in self-evaluations and teacher/parent documented observations as completed every 10-12 weeks.	Students will demonstrate annual individual progress in social skills.	Improve social skills.	83% of students showed progress in social skills as observed by teachers and parents.	87% of students showed progress in social skills as observed by teachers and parents.

75% of continuously enrolled students will show individual improvement as measured by the Sensory Integration and Praxis Tests (SIPT).	Students will demonstrate annual individual progress in sensory integration.	Improve sensory processing.	The SIPT was too cumbersome and time intensive to administer. Sensory integration checklist was used which revealed 77% of students made progress.	The SIPT was too cumbersome and time intensive to administer. Sensory integration checklist was used which revealed 80% of students made progress.
75% of continuously enrolled students will show individual improvement as observed in self-evaluations and teacher/parent documented observations as completed every 10-12 weeks.	Students will demonstrate annual individual progress in sensory integration.	Improve sensory processing.	80% of students demonstrated progress in sensory integration according to teacher/parent report.	81% of students demonstrated progress in sensory integration according to teacher/parent report.

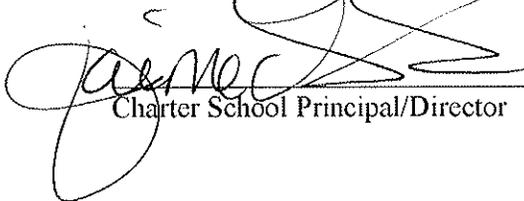
8. Additional information you would like the SCSB to consider:



Governing Board Chair Signature

6-27-14

Date



Charter School Principal/Director

6-27-14

Date

Attachment 1

Expansion of Student Enrollment

This application for Expansion of Student Enrollment is to correct mathematical errors in the original Amendment Request. The number of students per grade for each of the years were stated correctly in the Amendment Request but the student totals for each year were incorrect. This request is to correct those errors and to have the Board approve the actual total number of students per grade per year and the ultimate maximum enrollment.

Current Number of Students Requested With Grade Configuration

GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE														
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
	48	48	48	48	48	48	48	48	48					384
Year 2														
	48	48	48	48	48	48	48	48	48	48	48			480
Year 3														
	48	48	48	48	48	48	48	48	48	48	48	48	48	576
Ultimate Enrollment														
	48	48	48	48	48	48	48	48	48	48	48	48	72*	600
* Higher number to account for "Super Seniors" who are eligible to stay in school up to age 22 due to disability														

Proposed Number of Students With Grade Configuration

(Only changes are in the totals)

GRADES AND SPECIFIC NUMBER OF STUDENTS SERVED BY GRADE														
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
	48	48	48	48	48	48	48	48	48					432
Year 2														
	48	48	48	48	48	48	48	48	48	48	48			528
Year 3														
	48	48	48	48	48	48	48	48	48	48	48	48	48	624
Ultimate Enrollment														
	48	48	48	48	48	48	48	48	48	48	48	48	72*	648
* Higher number to account for "Super Seniors" who are eligible to stay in school up to age 22 due to disability														