

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 MyOptions

Website Not available yet

Board Chair Kristy Gordon Email km3gordon@yahoo.com

School Administrator Not available yet Email _____

2. The charter school is located in which school district? Statewide

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.

MyOptions submitted to all 41 districts as listed in original charter application on July 23, 2014.

4. Duly elected or appointed governing board members of the school, with titles.

Kristy Gordon	km2gordon@yahoo.com	Parent	President
Amy Saunders	ambs40@hotmail.com	Parent	Secretary
Jonathan Schmuhl	jon@schmedia.net	Parent	Board Member
Jake Anderegg	janderegg@le.gov	Parent	Board Member
Jeremy Mortensen	jmortensen@reidrilling.com	Parent	Board Member

5. School mission and purpose(s) (limited to one page):

MyOptions is an Interactive Distance e-Learning School, which also provides a small physical facility located central to the school’s target demographic, called the Family Learning Center. The Family Learning Center is used as a resource center for connecting students, parents, and teachers, as well as housing administrative and other school staff.

MyOptions subscribes to the motto: “*Learning starts with the individual*” and provides an individualized education to each student within the school’s instructional framework; creating customized educational plans for every student based on their assessed individual needs. This type of individualized education is best compared to an Individualized Education Plan (IEP), which is used in Special Education in public schools. The purpose of MyOptions is to bring individualized education to mainstream students in a distance e-learning model.

The educational model utilizes a flexible and adaptable approach to distance education by providing a variety of instructional modalities and supplemental learning pathways as deemed appropriate by the school in order to best serve each student. The model supports individual development through carefully selected curricula, which is aligned to Utah core standards and is teacher directed in the school’s online classrooms.

The school’s foundation for this type of individualized education is based on a contractual partnership between the school, students, and parents called a Personalized Assessed Learning Map (PALM). A PALM is created for every student in collaboration with the school and a designated parent or legal guardian. The PALM is based on a student’s needs as well as formative and interim assessment. The PALM is a detailed agreement between all the partners showing the “how, what, when, and where” of a student’s education for the school year and may consist of any combination of instructional modalities or supplemental learning pathways.

**MYOPTIONS’ MISSION IS TO INSPIRE STUDENTS
TO THE HIGHEST LEVEL OF ACHIEVEMENT—EXCELLENCE**

We believe “once a student sees that he or she is capable of excellence, that student is never quite the same. There is a new self-image, a new notion of possibilities. There is an appetite for excellence.”

Ron Berger, An Ethic of Excellence

MyOptions exists to enable students to be self-directed, determined, dependable, and dynamic in all areas of their lives. MyOptions accomplishes this by mentoring students in the attainment of excellence in five key areas referred to as the ***Success of the Individual***.

- | | |
|----------------------|---|
| Key 1: Study | Develop a high standard for academic achievement |
| Key 2: Act | Commit to accomplish hard things with courage, honor, and respect |
| Key 3: Impart | Communicate information and ideas through effective verbal and written skills |
| Key 4: Lead | Inspire others through skillful leadership |
| Key 5: Serve | Give service to family, school, and community |

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.

X _____ **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

SY <u>2015-2016</u> Grade K: <u>25</u>	Grades 7 – 8: <u>10</u>
Grades 1-6: <u>15</u>	Grades 9-12: <u>100</u>

The target population of MyOptions has expressed a desire for the school to offer the entire K-12 model the first operational year, allowing entire families to be enrolled collectively. MyOptions desires to meet the needs of the families it serves by moving forward with the growth model, opening of grades 9-12 in the 2015-2016 school year with an additional 150 students for a total of 550 students. Since our particular model does not require a facility, the added impact to the school will be minimal.

_____ **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 1-6: _____

Grades 7 – 8: _____
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.	NA	NA
Regulatory and reporting compliance	Percentage of employees and board members with completed criminal background checks as of date of amendment request submission.	1	1

<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	NA	NA
Current assets to total annual operating expenses	$\frac{\text{Current Assets}}{\text{(Total Annual Operating Expenses} \div 360)}$	NA	NA

Charter Contractual Agreement goals

<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>				
Measure	Metric	Board Goal	Performance 2012	Performance 2013
1. Study: Develop a high standard for academic achievement	1. Percentage of students who are proficient on the State end of the year assessments in Language Arts, Mathematics, and Science.	1. At least: 90% in Language Arts, 85% in Mathematics, and 78% in Science.	NA	NA
2. Act: Commit to accomplish hard things with courage, honor and respect	2 Students will set a specific, measurable, attainable, relevant, and timely (SMART) goal deemed as difficult by the student and make measurable progress during the course of the year. These goals will be reordered in their PALM.	2. 100%of students each year will set a SMART goal; at least 80% of students will accomplish their goal.	NA	NA
3. Impart: Communicate information and ideas through effective verbal and written skills	3. Students will complete at least one Assignment focused on verbal and written communication skills.	3. Greater than 90% of students each year will complete the Communication Assignment.	NA	NA
4. Lead: Inspire others through skillful leadership	4. Students at MyOptions will attend a leadership workshop, submit a project or read a book about leadership each year.	4. 90% of students will record the workshop attended, project, or the book they read in their PALM.	NA	NA
5. Serve: Give service to family, school and community	5. MyOptions will provide age appropriate service projects.	5. 80% of students will participate in a service project each year	NA	NA

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

MyOptions has marked NA next to most of the minimum standards for 2012 and 2013. Most of these standards do not apply to MyOptions at this time since the school has not opened or received any funding. MyOptions is in the process of working with BCI to obtain a fingerprinting reporting number. All board members will be fingerprinted once that is obtained. It is anticipate that this will be completed by the end of August. MyOptions has just received the accounts for the GBOT training and all board members will begin the process of completing this training.

Governing Board Chair Signature

Date

Not Available Yet
Charter School Principal/Director

Date

Other measures reviewed by the State Charter School Board (do not include in amendment request).

In addition to setting five minimum standards, the State Charter School Board reviews additional measures in its Charter School Performance Standards report. Below is a table identifying these guidance measures. You are encouraged to complete this table in advance of submitting your amendment request to assist you in identifying information you may want to include in question number 8. You are encouraged to disaggregate where appropriate (i.e. by grade, or by subgroup) and to look at relevant comparison data (i.e. district data, other schools with similar types of students).

<i>Indicator - Student attendance and enrollment</i>				
Measure	Metric	Best Practice	Performance 2012	Performance 2013
Enrollment capacity	Fall enrollment ÷ maximum authorized enrollment	100.0%	NA	NA
Transfer Rate	Percentage of students continuously enrolled throughout the year (Fall Enrollment → YEWS)	Charter school median < 6.7%	NA	NA
Student retention	Percentage of students re-enrolled from one year to the next (Fall Enrollment year 1 → Fall Enrollment year 2)	Charter school median > 82.6%	NA	NA
Low Income	Percentage of students qualifying as Low Income	N/A	NA	NA
Ethnic/Racial Minority	Percentage of students identified as Minority	N/A	NA	NA
Students with Disabilities (SWD)	Percentage of students identified as SWD	N/A	NA	NA
English Learners (EL)	Percentage of students identified as EL	N/A	NA	NA

<i>Indicator - Student achievement level</i>				
Measure	Metric	Best Practice	Performance 2012	Performance 2013
School Grade	Grade earned	≥ B	NA	NA
UCAS Overall (Elementary Report)	Total points earned	State median > 434	NA	NA
UCAS Overall (Secondary Report)	Total points earned	State median > 419	NA	NA
Growth on state assessments by subject	MGP on CRTs	ELA: > 50 Math: > 50 Science: > 50	NA	NA
Proficiency levels on state assessments by subject	Percent proficient on FRTs	ELA: > 83.6% Math: > 72.9% Science: > 72.6%	NA	NA
Reading on Grade Level (grades 1 – 3)	Percentage of students reading on grade level, using Middle of Year designations	> 71.5%	NA	NA
High school graduation rate	Percentage of students graduating high school calculated using Federal 4-year graduation rate formula	> 81.4%	NA	NA
College entrance exam composite and subtest measures	Percentage of students reaching score predictive of college success (English – 18; Math – 22; Reading – 21; Science – 24)	English: > 61.9% Reading: > 52.4% Math: > 37.8% Science: > 29.0%	NA	NA

<i>Indicator – Financial performance and sustainability</i>				
Measure	Metric	Best Practice	Performance 2012	Performance 2013
Current ratio	Current Assets ÷ Current Liabilities	> 1.15	NA	NA
Debt ratio	Total Liabilities ÷ Total Assets	< 0.9	NA	NA
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	0	NA	NA
Adherence to Budget	(Budgeted expenditure - Expenditure) ÷ Statutory budgeted expenditure	Within 5%	NA	NA
Occupancy costs	Facility Costs ÷ Total Operating Revenues	< 0.22	NA	NA
Days cash on hand (unrestricted)	(Cash + Investments) ÷ (Total Annual Operating Expenses ÷ 360)	30 – 60 days	NA	NA

<i>Indicator – Board performance and stewardship</i>				
Measure	Metric	Best Practice	Performance 2012	Performance 2013
Regulatory and reporting compliance	Percentage of required reports submitted to appropriate State entity complete, accurate, and on time	100%	NA	NA
Board development	Percentage of governing board members passing all GBOT modules the last school year (applies to all schools opened during or after SY 2011)	100%	NA	NA