

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 DaVinci Academy of Science and the Arts
Website WWW.Davinciacademy.org
Board Chair Angela Choberka Email Angela.Choberka@davinciacademy.org
School Administrator Fred Donaldson Email Fred.Donaldson@davinciacademy.org
2. The charter school is located in which school district? Ogden School District
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 Marshal Garrett who works at Logan School District on April 17, 2015.
Submitted to Scott Rogers who works at Tooele School District on April 17, 2015.
submitted to Patrice Johnson who works at Jordan School District on April 17, 2015.
Submitted to Brian Bowles who works at Davis School District on April 17, 2015.
Submitted to Sandy Coroles who works at Ogden School District on April 17, 2015.
4. Duly elected or appointed governing board members of the school, with titles.
Angela Choberka —Board Chair
Patricia Olsen—Board Treasurer

State Charter School Board
Amendment Request

Valerie Herzog—Board member
Gary Nelson—Board member
Amy Wicks—Board member
Azenette Garza—Board member
Mona Overstag—Board member

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

 X **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.

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

 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.	84.9%	95.8%
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	$\frac{\text{Current Assets}}{\text{(Total Annual Operating Expenses} + 360\text{)}}$	157.2	134.8

Charter Contractual Agreement goals

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.

Measure	Metric	Board Goal	Performance 2012	Performance 2013
<p>Improve student learning</p> <p>Page 9</p>	<p>CRT Scores</p> <p>SAT Scores</p>	<p>1. Administer tests at the beginning of the 9th grade year (to establish baseline), and at the end of each academic year.</p> <p>2. Quantitative improvement by measuring 10% above state standard, and 10% above personal baseline if it is below state standard</p>	<p>1. All 9th grade students participated in EXPLORE college-readiness exams</p> <p>2. ELA=14 Math=14 Science=15.9 Reading=14.3 Composite=14.7</p>	<p>1. All 9th grade students participated in EXPLORE college-readiness exams</p> <p>2. ELA=14.2 Math=14.2 Science=15.9 Reading=14.7 Composite=14.8</p>
<p>Facilitate parental involvement in establishing school policies, assisting in academic projects, and extracurricular activities.</p> <p>Page 9</p>	<p>Track participation hours per family in a volunteer data base</p>	<p>1. 80% completion of volunteer hours per family every academic year.</p> <p>2. 60% parent participation in monthly parent association meetings</p> <p>3. 95% parent association chairperson at the RTHS (DASA) Board of Directors meetings.</p>	<p>1. 48%</p> <p>2. 80%</p> <p>3. 100%</p>	<p>1. 48%</p> <p>2. 90%</p> <p>3. 100%</p>

Maintain small class sizes Page 9	Employ a student cap of 25 students per classroom	Class count	Met	met
Facilitate college placement for students interested in pursuing secondary education Page 9	Participation in college resume/applications workshops	75% of student body with completed applications	60%	70%
Attendance Page 10	Daily attendance to exceed Ogden School district average	1. Measure daily attendance 2. Greater than 10% of district norm	1. 100% 2. 8% better	1. 100% 2. 18% better
Graduation Page 10	Graduation to exceed Ogden School district average	1. Measure graduation based on 9 th grade enrollment 2. Greater than 10% of district norm	1. 51.6% 2. Not met	1. 64.2% 2. Not met
Teachers will be accountable for maintaining high standards and expectations Page 10	Average education attainment of their students Participation in professional development Knowledge of subject taught	1. Quarterly teacher assessments by the executive director; scores ranging from satisfactory to unsatisfactory 2. End of Course evaluations by students; scores ranging from satisfactory to unsatisfactory 3. Knowledge proficiency tests; greater than 10% of district norm	1. 100% 2. 100% 3. not met	1. 100% 2. 100% 3. Not met

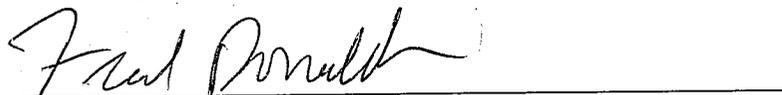
<p>Facilitate real life professional experiences / internships for students</p>	<p>Student participation in internships Student projects</p>	<p>1. 80% participation in internship, measured by project feedback from student and mentor. 2. 100% completion of senior project, measured by a grade of B or better (graduation requirement for RTHS (DASA))</p>	<p>1. 30% outside mentors, but all have Davinci mentors 2. 100% of graduating seniors</p>	<p>1. 40% outside mentors, but all have Davinci mentors 2. 100% of graduating seniors</p>

8. Additional information you would like the SCSB to consider: See Attachment 1



Governing Board Chair Signature

4/17/15
Date



Charter School Principal/Director

4-17-15
Date

Attachment 1

Change request to school mission or purpose:

Mission:

Riverside Technology High School (DaVinci Academy of Science and the Arts) is dedicated to developing competent, inventive, ethical, and divergent thinkers who are able to apply their knowledge, skills, leadership and problem-solving abilities to become productive members of the dynamic world of mathematics, technological science, engineering and bio-sciences.

- Offer programs that promote enthusiasm, exploration, and academic excellence in an interdisciplinary curriculum that involves real-world experience and application.
- Serve as a laboratory school to examine and develop new methods and materials in curriculum innovation/reform, including, but not limited to, traditional, online, and distance educational programs.
- Serve as a model for private sector/public education partnerships, including mentor and internship opportunities.

Governing Board process in making this decision:

Last year, the State School Board allowed DaVinci to change its mission statement as requested but only as a “pilot status”. The DaVinci Board is now asking for the State Charter School Board to remove the “pilot status” and allow DaVinci Academy’s mission to include the desired amendment permanently.

DaVinci Academy (Pilot) Distance Program Overview:

Purpose: Meet our mission to develop new methods and materials in curriculum innovation/reform in order to individualize the learning process for our unique student population.

Our students: All of our students served in our distance education program our elementary school students. We have 6 distance locations: Ogden, Logan, Mt. Green, Farmington, Herriman, and Grantsville. We are currently serving 254 students.

Curriculum: All curriculum whether used onsite, virtually, or for our distant program must be reviewed according DaVinci curriculum policy. The curricula reviewed will then be recommended to the DaVinci Board for final approval. Once approved, the teachers break down the approved curriculum according to the state common core standards. These standards are then marked as the students progress in the curriculum.

Process: Every student wishing to enroll in DaVinci Distance Education will be interviewed by a LEA employee and assigned a LEA certified teacher. The teacher in collaboration with the parent and the student will develop a student education plan (SEP) that will be reviewed by a

certified counselor. This plan will be referenced and updated on a monthly basis. The teacher and family also meet and choose curriculum that has been approved/adopted by the LEA and meets all state core requirements. This curriculum is broken down into weekly lessons in which students will receive instruction and work through assignments. Each lesson is tied to Utah Common Core standards.

Instruction: After collaborating with teachers, parents follow weekly lessons as outlined or approved by the teacher. Parents play a primary role in educating their child under close collaboration with the certified teacher. The teacher meets once a week with parents and students to discuss teaching strategies, and content, and to review student progress. During this meeting, the teacher will collect/review the prior week assignments, course work, or projects. The teacher will give feedback on previously collected student material. The teacher will also review and discuss student progress towards standards and for attendance purposes.

Here is a breakdown of teacher/student and teacher/parent meetings by location

	Parent Meetings	Student Meetings	Number of Students
Farmington	336	1248	48
Grantsville	161	529	23
Herriman	315	990	45
Logan	147	441	21
Mt. Green	84	312	12
Ogden	735	2730	105

Attendance: Students are required to log at least 990 instructional hours and attend to studies at least 180 days. Students will be expected to meet progress standards each week. Progress standards may include: 3% progress in subject material if online, weekly assignments, and keeping a log of time spent on each subject. Students are also required to meet weekly with teachers and have monthly parent meetings to discuss student progress towards SEP goals.

Students not meeting attendance standards are addressed. If students fail to attend school, meet progress requirements, or comply with weekly and monthly teacher meetings, then students are considered absent and are subject to the attendance policy. If a student shows no progress or fails to meet the progress requirements for ten consecutive days, then they are withdrawn according to policy after they have been notified of that policy. Below are the number of students that have been withdrawn per the ten day attendance policy per location.

Location	10 day withdrawals
Ogden	6
Farmington	5

Assessments: Assessments are important to measure student retention of covered content. Students in grades 3 through 6 are expected to take at least three benchmarks in math, science, and English each year. Students in grades 1 through 3 are required to take the state reading assessment at the beginning, mid-year, and in the spring. The teacher will use the results of these assessments to provide additional resources and training to parents and students. DaVinci requires that all students participate in state-mandated assessments in order to ensure that students are retaining and mastering covered material. Below are the tests administered and the proficiency of students taking those exams.

Benchmark Exams:

SCIENCE

Level of Proficiency	4th Grade Science	5th Grade Science	6th Grade Science
1	7	5	14
2	16	16	8
3	10	5	4
4	3	3	0

MATH

Level of Proficiency	4th Grade Math	5th Grade Math	6th Grade Math
1	9	11	17
2	8	7	5
3	12	7	3
4	7	2	2

ENGLISH

Level of Proficiency	4th Grade English	5th Grade English	6th Grade English
1	7	6	9
2	11	7	7
3	12	8	6
4	5	6	3

DIBELS:

First Grade	Fall	Spring	Second Grade	Fall	Spring	Third Grade	Fall	Spring
At Grade Level	19	21	At Grade Level	29	29	At Grade Level	36	27
Below Grade Level	34	24	Below Grade Level	9	9	Below Grade Level	11	14
Withdrawn		8	Withdrawn			Withdrawn		6

	53	53			38	38			47	47
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SAGE WRITING 2014-2015:

	Total Distance	# of Opt Out's	Opt Out %	Total On Site	# of Opt Out's	Opt Out %	Total Students	Total Opt Out %
3 rd	39	17	43.6%	44	0	0%	83	20.48%
4 th	36	16	44.4%	33	1	3%	69	24.63%
5 th	27	7	25.9%	37	0	0%	64	10.93%
6 th	26	8	30.7%	54	1	1.8%	80	11.25%
7 th	-	-	-	97	2	2%	97	2%
8 th	-	-	-	86	0	0%	86	0%
9 th	-	-	-	88	3	3.4%	88	3.4%
10 th	-	-	-	93	2	2.1%	93	2.1%
11 th	-	-	-	78	0	0%	78	0%

Total students: 738

Total Opt Outs: 57

Total Opt Out %: 7.72%

Students who opt out of state-mandated assessments will be given an alternative assessment that is locally made.

Electives: Elective classes for elementary students are offered at DaVinci Academy by elective specialists. These elective specialists teach under the supervision of the certified teacher. If there are distance students that do not live close to DaVinci Academy, then these elective classes will be taught in a location sponsored by DaVinci Academy near the students each week. It is during this time that the teacher is able to meet with both the parents and the students and review student progress.

Evaluations of teachers: Teachers are evaluated on their instruction three times a year. These evaluations are performed by DaVinci Academy administration. As required by law, all teachers will undergo fingerprint and criminal background checks. All non-licensed staff will also undergo required criminal background checks.

Currently, we have 6 Utah licensed teachers—one for each site. Taken as a whole, that is around 42 students per teacher. All teachers have been fingerprinted and had a background check. All of our teachers are evaluated by the administration. Distance teachers have met weekly with

administration and have been evaluated during those times.

Supplies: Students and parents are allowed to check out any supplies, books, manipulatives, and IT hardware (computers) to help facilitate learning. All items checked out are recorded by our library specialists or LEA employee. Upon completion of these items, students and parents will return these to the library specialist or LEA employee. Any items lost or damaged will be charged to the parent or student.

Davinci Distance Locations

Farmington

120 South Main Street
Farmington Ut 84025
Teacher: Renae Hall

Meeting Times

Wednesday 9:45am-3-15pm

Grantsville

42 North Bowery St,
Grantsville, UT 84029
Teacher: Hollie Hendricks

Wednesday 9:00am-2:30pm

Herriman

8014 S Welby Park Dr
West Jordan UT
Teacher: Maddi Andersen

Tuesday 9:30am-3:00pm

Logan

290 N 400E
Logan, UT 84321
Teacher: Moenika Wells

Thursday 9:00am-2:30pm

Mountain Green

4090 W 5800 N Suite E
Morgan, UT 84050
Teacher: Sarah Means

Mon & Thur 8:00am-9:30am

Ogden

2033 Grant Ave
Ogden UT 84401
Teacher: Sarah Means &
Megan Wetendorf

Tue & Thur 9:00am-3:30pm