

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 Utah Military Academy
Website utahmilitaryacademy.org
Board Chair John G 'Chuck' Williams Email chuckhole@earthlink.net
School Administrator Matt Throckmorton Email: Matt@utahmilitaryacademy.org
2. The charter school is located in which school district? Weber and Alpine/Jordon
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: Samuel Jarman of Alpine District; Dr Jeff Stevens of Weber County School District; and Dr Patrice Johnson of Jordon School District, resubmitted on February 8, 2016.

4. Duly elected or appointed governing board members of the school, with titles.
Honorable Chuck Williams, Chairman
Mr Curt Oda, Vice Chairman
Mike McCauley, Sect/Treasurer
Darren Beck
Captain Sherrain Reber
Matt Throckmorton, ex officio

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

VISION

The Utah Military Academy will prepare cadets as leaders to thrive in any competitive environment upon graduation with a focus on entrance into the military academies, ROTC scholarship programs in colleges and universities or other technically challenging opportunities related to the military culture. All of which result in maximizing their potential throughout life.

OUR PHILOSOPHY

The military culture provides a basis for a structured academic environment within which students can receive a comprehensive program of instruction that will enable them to maximize their absolute potential. Key to the military culture is exceeding all previously known individual expectations in achieving "mission accomplished." Every student can learn; every student can lead; every student has unlimited potential to excel. We will provide this disciplined, nurturing, engaging, and challenging environment within a military framework of instruction and culture.

MISSION

We will provide a rigorous environment that focuses on aggressive academics, strong work ethic, leadership opportunities, physical engagement and task oriented assignments. We recognize that many cadets will come from challenging backgrounds that would normally lead to a failure to maximize their individual potential. We are dedicated to identifying the individual needs of all students, working to build the support mechanisms within the sphere of influence and ultimately working to change their mindset and expectations of achievement. This is critical to individual success and we insist that a military culture is a key component in that change.

Utah Military Academy recognizes academic excellence is a requirement for admission to a United States Military Academy or to qualify for ROTC scholarships. In order for students to be fully prepared for its rigorous high school curriculum, the school will admit students beginning in seventh grade in order to build and strengthen necessary academic skills.

We will also engage the family and community in supporting this culture both on campus and off. An important part of program implementation is the hiring and development of our professional staff. We recognize that many of the finest teachers may not have a military background, which will first entail a strong exposure and then complete adoption of culture among staff. It is from the demonstrated leadership of our staff that culture will be shared with cadets, family, and community. Essential to our overall framework is a very intentional, dedicated effort to ensure cadets develop critical thinking skills, which is essential for great leaders and the maximization of potential. We will also develop a strong personal commitment to physical fitness and healthy living. We will also instill in our cadets a strong sense of ethics, morals and other characteristics of empathy that result in great leaders. The totality of a successful student will be on the path of a statesman.

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.

X **Waiver from Board Rule R277-482-8** (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.

UMA- Camp Williams was approved in the spring of 2015. Questions over the final student allotment between the two campuses are now being addressed, which required additional time. In addition, this allows one more year to prepare the new Academic & Military Leadership team for the new campus.

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

SY 2017 Grade K: _____ Grades 7 – 8: 160
Grades 1-6: _____ Grades 9-12: 320

 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.
- X **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.

Utah Military Academy would like to postpone the opening of the second campus, as a facility will not be completed in time to open in 2016. Further, enrollment must be clarified between the current shared arrangement of 720 cadets, to 600 per campus, Hill Field and Camp Williams for a total of 1,200 students.
- _____ **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 2014	Performance 2015
Ethical conduct	Number of board violations of statute, State Board rule, or charter agreement as of date of amendment request submission.	N/A, new school	None
Regulatory and reporting compliance	Percentage of teachers properly licensed and endorsed for teaching assignment as of date of amendment request submission.	N/A, new school	100%
Regulatory and reporting compliance	Percentage of employees and board members with completed criminal background checks as of date of amendment request submission.	N/A, new school	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	N/A New School	None
Current assets to total annual operating expenses	$\frac{\text{Current Assets}}{\text{(Total Annual Operating Expenses} + 360\text{)}}$	N/A	59

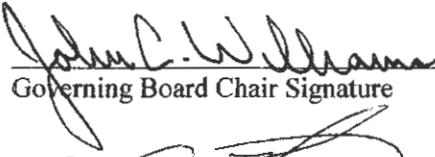
Charter Contractual Agreement goals

<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 2015	Performance 2016
Students are qualified for and accepted into a military academy of their choice	Number of students admitted to the military academy of choice (WestPoint Military Academy, Air Force Academy, Naval Academy, Coast Guard or Merchant Marine).	Year 1-3 Year 3-8 Year 5-15	4 Nominations	6 nominations, 1 appointment to Air Force Academy, 1 to West Point Prep School, 2 wait listed at West and Annapolis respectively
Students are eligible and prepared to participate in a collegiate ROTC scholarship program	Number of students receiving collegiate ROTC scholarships	Year 1-10 Year 3-20 Year 5-25	5	9 currently, 5 more pending
Students not pursuing a college degree will be prepared for and choose to enlist in the military	Number of students enlisting in the military	Year 1-10 Year 3-20 Year 5-25	6	9 currently, 4 more processing
Students not pursuing military career or college will complete the aerospace technology program and find work in the industry after graduation	Number of students completing the aerospace program and finding employment in the industry	Year 1-N/A as students will not have had time to complete all required classes Year 3-15 Year 5-20	0	3 pursuing at DATC Composite Program. Participating upon graduation.

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

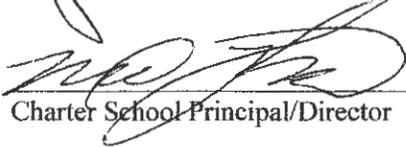
For the current 2015-2016 school year, students at UMA have already received \$1.5 million in scholarships, it is anticipated that will increase to \$2-2.5 million by the end of the year. Given that 70% of cadets entering UMA have been performing below grade average, UMA believes the academic program and rigor of military culture is helping students catch up, as evidenced by scholarship receipt. The NWEA internal growth data is available upon request to show student growth.

State Charter School Board
Amendment Request



Governing Board Chair Signature

3 February 2016
Date



Charter School Principal/Director

3 Feb 2016
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 2014	Performance 2015
Enrollment capacity	Fall enrollment ÷ maximum authorized enrollment	100.0%	N/A	91%
Transfer Rate	Percentage of students continuously enrolled throughout the year (Fall Enrollment → YEWS)	Charter school median < 6.7%	N/A	14.6%
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%	N/A	88%
Low Income	Percentage of students qualifying as Low Income	N/A	N/A	22%
Ethnic/Racial Minority	Percentage of students identified as Minority	N/A	N/A	22%
Students with Disabilities (SWD)	Percentage of students identified as SWD	N/A	N/A	N/A
English Learners (EL)	Percentage of students identified as EL	N/A	N/A	N/A

<i>Indicator - Student achievement level</i>				
Measure	Metric	Best Practice	Performance 2014	Performance 2015
School Grade	Grade earned	≥ B	N/A	C-
UCAS Overall (Elementary Report)	Total points earned	State median > 434	N/A	N/A
UCAS Overall (Secondary Report)	Total points earned	State median > 419	N/A	N/A
Growth on state assessments by subject	MGP on CRTs	ELA: > 50 Math: > 50 Science: > 50	N/A	N/A
Proficiency levels on state assessments by subject	Percent proficient on FRTs	ELA: > 83.6% Math: > 72.9% Science: > 72.6%	N/A	HS ELA: 19% HS Math: 13% HS Science: 31% MS ELA: 25% MS Math: <10% MS Science: 21%
Reading on Grade Level (grades 1 – 3)	Percentage of students reading on grade level, using Middle of Year designations	> 71.5%	N/A	N/A
High school graduation rate	Percentage of students graduating high school calculated using Federal 4-year graduation rate formula	> 81.4%	N/A	86%
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%	N/A	English: 50% Reading: 75% Math: 75% Science: 100%

<i>Indicator – Financial performance and sustainability</i>				
Measure	Metric	Best Practice	Performance 2014	Performance 2015
Current ratio	Current Assets + Current Liabilities	> 1.15	N/A	4.88
Debt ratio	Total Liabilities + Total Assets	< 0.9	N/A	.21
Maintain applicable bond covenants	No Default Certification, Audited Financial Statements	0	N/A	N/A, school leases existing facility
Adherence to Budget	(Budgeted expenditure - Expenditure) + Statutory budgeted expenditure	Within 5%	N/A	2.29
Occupancy costs	Facility Costs + Total Operating Revenues	< 0.22	N/A	0.15
Days cash on hand (unrestricted)	(Cash + Investments) + (Total Annual Operating Expenses ÷ 360)	30 – 60 days	N/A	59

<i>Indicator – Board performance and stewardship</i>				
Measure	Metric	Best Practice	Performance 2014	Performance 2015
Regulatory and reporting compliance	Percentage of required reports submitted to appropriate State entity complete, accurate, and on time	100%	N/A	100%
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%	N/A	0% Board is doing internal training based on KIPP schools board member training.