

## 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](mailto:marlies.burns@schools.utah.gov)

- Charter School American Preparatory Academy -Draper 3  
Website www.americanprep.org  
Board Chair Bradley Findlay Email bradley.findlay@med.ge.com  
School Administrator Carolyn Sharette Email csharette@apamail.org
- The charter school is located in which school district? Canyons School District
- 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 Dr. James Briscoe (person) who works at Canyons School District on 9/20/16 (date).
- Duly elected or appointed governing board members of the school, with titles.

Bradley Findlay, chair  
Clay Hatch  
Stacy McNeill  
Jason Mecham  
Chris Diener  
Dee Henderson

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

American Preparatory Academy's Mission and Purpose

Student academic achievement is the primary goal of American Preparatory Academy. We believe that only when students master fundamentals and are fluent in the basic foundational knowledge of the major disciplines can they move on to effectively express their knowledge and master higher-level skills.

Therefore, the foundation of our instruction focuses on mastery of fundamentals. We define mastery as the ability to demonstrate knowledge and skills repeatedly and accurately. This requires repeated instruction in the subject matter, increasing degree of challenge and considerable practice. As our students master the fundamentals, our instruction focuses on sequential building of conceptual knowledge and promoting independent expression of knowledge. APA students demonstrate individual internalization of conceptual knowledge through extensive written work and verbal presentation. This focus on repetitive, sequential knowledge acquisition, combined with extensive expression of understanding, prepare APA students for advanced study at high school and collegiate levels.

These levels of instruction and knowledge attainment follow the classical education model of the Trivium – grammar, logic and rhetoric. American Preparatory Academy respects this well-founded, proven educational model and uses it in selecting and implementing the school's curriculum.

In order to establish an excellent institution and a loving, positive atmosphere at American Prep, we must build a foundation of virtuous character in our students and ourselves. We also believe that mental training goes hand-in-hand with the formation of a good character. We have firmly planted these ideals into our institution through a district-wide "Builders" theme and Ambassadors Program. All staff, parents, and students work together to "build" our great school on these four principles: Expectations, Effort, Enthusiasm, and Excellence.

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.

\_\_\_\_\_ **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: \_\_\_\_\_

  X   **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.

American Prep has received City of Draper approval to begin construction of a high school facility and is requesting the expansion of its grades served from 9<sup>th</sup>-12<sup>th</sup> to all secondary grades 7<sup>th</sup>-12<sup>th</sup>. American Prep is not requesting a change in total WPUs at the Draper #3 location. It is anticipated that enrollment will follow a pattern similar to that below:

		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Total
2017-18	American Prep-Draper #3	200	180	160	100	70	40	750
2018-19	American Prep-Draper #3	180	180	150	110	80	50	750
2019-20	American Prep-Draper #3	160	160	140	120	100	70	750

\_\_\_\_\_ **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

Indicator – Board performance & stewardship			
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.	0	0

Regulatory and reporting compliance	Percentage of teachers properly licensed and endorsed for teaching assignment as of date of amendment request submission.	100%	100%
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)	47.19	50.23

**Charter Contractual Agreement goals**

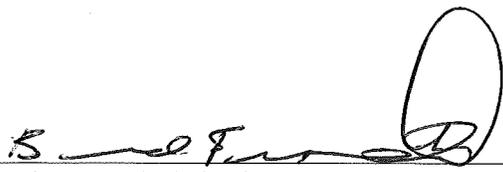
<i>Instructions: Insert all charter school goals found in your charter agreement with the State Charter School Board which are not found in other indicator areas. Make certain to include the section and page number where these measures, metrics, and board goals can be found. Also, include the fiscal year for the board performance value. Insert rows as needed.</i>				
Measure	Metric	Board Goal	Performance 2013-14	Performance 2014-15
Title reporting and program requirements	The Governing Board shall comply with all applicable federal laws and regulations (Section 3, p. 1).	*0 DMI Monitoring Findings *0 On-site Monitoring Findings	Met	Met
Federal grant reporting and program requirements	The Governing Board shall comply with all applicable federal laws and regulations (Section 3, p. 1).	GearUP, 21st CCLC, and DWS grant reports submitted	Met	Met
Federal audit and monitoring compliance	The Governing Board shall comply with all applicable federal laws and regulations (Section 3, p. 1).	*0 Financial DMI Monitoring Findings *0 Financial On-site Monitoring Findings *0 GearUP audit findings	Met	Met
Health and Safety requirements	The Governing Board shall also comply with all applicable health and safety laws and regulations, whether federal, state, or local (Section 3, p. 1).	Immunization documentation, Emergency Response Plan, safety drills, internet protection, staff training, etc.	Met	Met

State Charter School Board  
Amendment Request

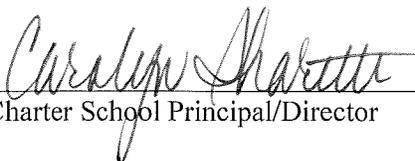
Enrollment laws	Admission and enrollment of students shall be as prescribed by law, Enrollment and withdrawal reporting as required by state and federal law (Section 4, p. 2).	Enrollment Policies in place and followed as prescribed by law	Met	Met
Enrollment and withdrawal reporting requirements	Admission and enrollment of students shall be as prescribed by law, Enrollment and withdrawal reporting as required by state and federal law (Section 4, p. 2).	Enrollment and withdrawal reported	Met	Met
Provide FAPE	The Governing Board accepts that the School is obligated to provide FAPE and related services to children with special needs (Section 6, pp. 2-3).	0 Findings of LEA Violations on State UPIPS Compliance Summary Report: On Site Review or most recent assessment	100% Compliance	100% Compliance
Annual Reporting	The Governing Board shall submit such reports as required by state law and the Board (Section 7, p. 4).	Timely reporting of all annual reports as required by state law and the Board.	87.5%	100%

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

We have finally received the authorization to build our secondary school campus (Draper 3) contiguous to our Draper 2 campus. It is our intention to move all of our secondary students to the new campus (Draper 3) beginning in fall of 2017. We intend to maintain our allocated student number at Draper 2 (which is 975 - we are not asking for additional students) and also maintain our allocated student number at Draper 3 (750 - we are not asking for additional students). In the fall of 2017 we intend to have all of our Draper 7-8<sup>th</sup> graders attend at Draper 3 (our new campus) and Draper 2 will house students in grades K-6. If this amendment request is approved, we will have the flexibility to enroll 7<sup>th</sup> and 8<sup>th</sup> grade students at either Draper 2 or Draper 3 depending upon how quickly our High School seats are filled.

  
\_\_\_\_\_  
Governing Board Chair Signature

Sep. 15, 2016  
Date

  
\_\_\_\_\_  
Charter School Principal/Director

9/15/2016  
Date