

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.

1. Charter School Spectrum Academy

Website http://www.spectrumcharter.org

Board Chair Marney DeVroom, Esq. Email mdevroom@spectrumcharter.org

School Administrator Jaime Christensen Email jchristensen@spectrumcharter.org

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

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

Marney Devroom, President
Brandon Savage, Vice-President
Dennis Bullard, Secretary
Jason Steenblick, Treasurer
Marcy Johnson, Safety & Security
Jana Gold, Academic Affairs
Rozanne Marsh, Development

4. Requested amendment to charter (check all that apply). Provide requested details and supporting documentation in Attachment 1. If the request requires a budget, use the same format as required [AFR budget](#) and include as Attachment 2.

_____ **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 its contractual agreement.

- _____ **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.
- _____ **Expansion of student enrollment.** Will this expansion of student enrollment 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. Also provide a copy of the projected budget for all years where student growth is planned.
- _____ **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.
- XX
- _____ **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.
- _____ **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. 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.
- _____ **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.

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.

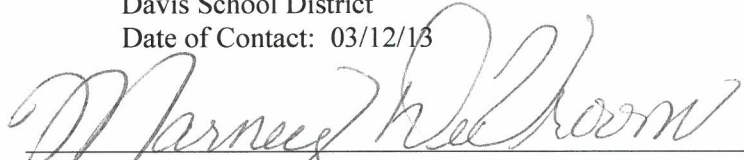
Purpose: Spectrum Academy exists to provide an education based on State standards for students K-12 who have high-functioning Autism, Asperger's Syndrome, and others who would benefit from our unique learning environment, in order to prepare them to be productive citizens in their communities.

6. 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. Include governing board corrective action plan where appropriate. (Corrective action plan(s) limited to two pages.)

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|---|--|-----------------------------|--|
| 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. |
| 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. |

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

Dr. Bryan Bowles, Superintendent
 Davis School District
 Date of Contact: 03/12/13



 Governing Board Chair Signature

3-25-13

 Date



 Charter School Principal/Director

3-25-13

 Date

Minimum standards

| <i>Indicator – Board performance & stewardship</i> | | |
|--|---|--------------------------|
| Measure | Metric | Board Performance |
| Ethical conduct | Number of board violations of statute, State Board rule, or charter agreement as of date of amendment request submission. | 0 |
| Regulatory and reporting compliance | Percentage of teachers properly licensed and endorsed for teaching assignment as of date of amendment request submission. | 98% |
| Regulatory and reporting compliance | Percentage of employees and board members with completed criminal background checks as of date of amendment request submission. | 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 |
| Current assets to total annual operating expenses | $\frac{\text{Current Assets}}{\text{(Total Annual Operating Expenses} \div 360)}$ | 445 692 |

Attachment 1
Charter Goal Changes

Charter Contractual Agreement goals **Current 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 | Board Performance 2011/2012 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 |
| 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 |
| 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. |
| 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% |
| 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. |
| 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. |

Proposed Goal Changes

| Measure | Metric | Board Goal | Board Performance |
|---|--|---|-------------------|
| 80% 50% of continuously enrolled students will score 3 or 4 on the Utah CRT in meet <u>State growth standards in</u> language arts, math, and science. | Students will meet statewide special education performance standards in language arts, math, and science according to <u>State mandated testing.</u> | Improve student learning. (Pg. 17 of Charter) | |
| 75% 50% of continuously enrolled students will score at or above predicted ability/grade level in reading and math as measured by the ITBS progress monitoring. | Students will demonstrate annual improvement in reading and math consistent with grade level standards. | Improve student learning (Pg. 17 of Charter) | |
| 75% of students will score 80% or better on assessment tests. 100% of students will receive progress/ report card ratings that are based on mastery of State Standards/Essential Elements in all core subjects. | Students will achieve be graded on mastery of Utah State Core Curriculum relative to grade level. | Improve student learning. (Pg. 17 of Charter) | |
| 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) | |
| 75% of continuously enrolled students will show individual improvement in social skills 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-observed in self-evaluations and/or teacher/parent documented observations as completed every 9-12 weeks. | Students will demonstrate annual individual progress in social skills. | Improve social skills. | |
| 75% of continuously enrolled students will show individual improvement as observed in self-evaluations and teacher/parent documented | Students will demonstrate annual individual progress in sensory integration. | Improve sensory processing. | |

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| observations as completed every 10-12 weeks in their ability to cope with sensory processing differences as measured by classroom data and pre/post sensory integration checklist. | | | |
| 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. | |
| 80% of students will attend school 80% of the time as measured by attendance records. | Students will regularly attend school | Attendance | |

New Charter Goals

| Goal | Objective | Measurement Criteria |
|----------------------------|---|---|
| Improve Student Learning | Students will meet statewide performance standards in language arts, math, and science according to State mandated testing. | 50% of continuously enrolled students will meet growth standards on the Utah CRTs in language arts, math, and science. |
| Improve Student Learning | Students will demonstrate annual improvement in reading and math consistent with grade level standards | 50% of continuously enrolled students will score at or above predicted ability/grade level in reading and math as measured by Progress Monitoring. |
| Improve Student Learning | Students will be graded on mastery of Utah State Core Curriculum relative to grade level. | 100% of students will receive progress/report card ratings that are based on mastery of State Standards/Essential Elements in all core subjects. |
| Improve Social Skills | Students will demonstrate annual individual progress in social skills. | 75% of continuously enrolled students will show individual improvement in social skills as measured by social skills pre/post test. |
| Improve Social Skills | Students will demonstrate annual individual progress in social skills. | 75% of continuously enrolled students will show individual improvement as observed in self-evaluations and/or teacher/parent documented observations as completed every 9-12 weeks. |
| Improve Sensory Processing | Students will demonstrate annual individual progress in sensory integration | 75% of continuously enrolled students will show individual improvement in ability to cope with sensory processing differences as measured by classroom data and pre/post sensory integration checklist. |
| Attendance | Students will attend school regularly. | 80% of students will attend school 80% of the time as measured by attendance records. |