



State Charter School Board Amendment Request

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Schools.utah.gov/charterschools

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Introduction

The mission of the Utah State Charter School Board (SCSB) is “to provide for positive student outcomes by authorizing, overseeing, and elevating successful public charter schools through a rigorous approval process, effective oversight, and meaningful collaboration.” In the fall of 2016, the SCSB approved this amendment application process. The purpose of the Amendment Request is to provide a process for a charter school governing board to request changes to its charter.

The Amendment Request is based on the premise that the contractual agreement may be modified by mutual agreement of the charter authorizer and the governing body of the school.

Timeframe

Process Stage	Deadlines
Amendment Request Submission	
Submit the completed Amendment Request.	First Wednesday of April for the May SCSB meeting, or First Wednesday of October for the November SCSB meeting.
Staff Eligibility Review	
After receipt SCSB staff reviews request, to include associated academic, financial, and operational performance and compliance. Once the applicant is deemed Administratively Complete, the applicant will be invited to the next SCSB meeting.	By the last business day of April or October, as appropriate.
State Charter School Board Consideration	
At the scheduled SCSB meeting, members will consider the amendment request. Schools will have opportunity to answer questions. SCSB staff will notify the school of the SCSB decision within five business days following the vote. If approved, and USBE approval is not required, the governing board and SCSB sign an addendum to the original charter agreement outlining the agreed changes.	Normally scheduled May or November meeting.
Utah State Board of Education Consideration	
If approved and if applicable, the application will be forwarded to the USBE for consideration at its next scheduled meeting. USBE staff will notify the school of the USBE decision. The governing board and SCSB sign an addendum to the original charter agreement outlining the agreed changes.	Normally scheduled June or December meeting, if applicable.

Application Instructions

The Amendment Request template is organized to obtain information efficiently and accurately to aid quality review and decision-making by the Board. The template is a Microsoft Word document with text boxes for the applicant to respond to questions.

As you complete this application, please keep in mind the importance of overall consistency of the application package. *All information presented in the application package, if approved, becomes part of the charter contract and will be used for accountability purposes throughout the term of the charter.*

1. Prepare your application package using the Amendment Request template, attachments/forms, and submission process approved by the Board. This template is designed to be filled out and submitted **electronically**.
2. Complete the entire application package. Incomplete applications will be returned to the applicant.
3. Required components of these sections are intended to be brief. Sections requiring narrative responses have identified suggested page lengths.
4. Ensure that every checkbox is checked.
5. For attached documents, follow the **Formatting Requirements** outlined below.
6. Submit the application package electronically to rabecca.cisneros@schools.utah.gov.

Formatting Requirements:

- Only the following file types will be accepted: .pdf, .doc, .docx, .xls, .xlsx.
- Create a three letter abbreviation for your school to use in place of your school's name at the beginning of each filename (e.g. ECS for Excelling Charter School).
- Name files with short, descriptive names.
 - For required exhibits, a brief summary (e.g. for floor plan #2 for Excelling Charter School: ECSfloorplan2.pdf).
 - For files relating to individuals (e.g. affidavit, resume), end each file name with the initials of the individual (e.g. for Jane Doe's resume for the Excelling Charter School application: ECSresumeJD.pdf).
 - For the Amendment Request template, when completed, title it 'application' (e.g. for the Excelling Charter School application: ECSapplication.docx).
- Fonts must be no less than **11 point**.
- The application calls for certain official documents to be scanned. Scanned documents must be no less than 100% of the original size, except for building floor plans or maps.

Applicant Assurances

Print this sheet, complete and sign the spaces at the bottom, scan, and attach to the electronic application.

The Board Chair must sign the following agreement prior to submitting the application package.

Should the agreement be signed by someone other than the current Board Chair, the application package will be deemed Administratively Incomplete.

School Name: SYRACUSE ARTS ACADEMY

The Applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the Amendment Request process or revocation after award.

The Applicant understands that applications must be received by SCSB staff no later than the first Wednesday of the month preceding the month of the requested SCSB meeting and that incomplete applications will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter.

The Applicant acknowledges that the charter school governing board has read all Utah statutes regarding charter schools and that the Applicant is subject to and in compliance with all relevant federal, state and local laws, and requirements.

The Applicant acknowledges that the most current academic data will be provided to the SCSB for its consideration of the application.

The applicant acknowledges that prior to inclusion on the agenda, the SCSB recommends charter school governing boards schedule an appointment with SCSB staff to discuss the request and provide clarification to any staff questions. Appointments can be scheduled by emailing jo.schmitt@schools.utah.gov.

The applicant certifies that the entire amendment request was submitted to SHERI SAUVÈ

(person) who works at DAVIS School District on MARCH 27, 2017 (date).

TERESA PEACOCK
Name of Board Chair
(please print)

Terisa Peacock 3/27/17
Signature of Board Chair /Date

School Entity Information

Name of School: **Syracuse Arts Academy**

Name of School Administrator: **Lex Puffer**

Local School District: **Davis School District**

Provide a statement describing the mission of the school: ***The purpose of Syracuse Arts Academy is develop respectful, confident citizens through utilizing an educational environment enriched by artistic expression.***

Below, list the names and positions of all current Board Members (officers, members, directors, partners), and their positions. Also list any other current charters in which they act as a corporate principal or charter representative. Add rows as necessary.

Name	Position	Current Charter Affiliations
Teresa Peacock	Chair	
Nate Schow	Vice Chair	
Jerrad Pullum	Financial Coordinator	
Mary Johnston	Asst. Financial Coordinator	HighMark Charter School Principal
Bryan DeGrange	Secretary	

Requested Amendment(s) to Charter

1. Complete as many sections as apply.
2. Provide requested details and supporting documentation as outlined for each amendment requested.
3. Complete *Charter Contractual Agreement Goals* table located at the end of this application.

Amendments Requiring State Charter School Board (SCSB) Approval

The following amendment requests may take 1-2 months to complete. See Timeline section for specifics on the process.

Change to curricular or instructional emphasis, including educational program or methods of instruction.

Required Attachments:

- A redline version showing new additions and ~~removed language~~ in educational program or methods of instruction. Include revised table of contents if appropriate.
- Documentation of new, evidence-based choice, as well as anticipated improvement in student performance.

Relocating to a new school district or municipality.

Operational schools: Describe the decision to move and the projected impact on enrollment.

[Click or tap here to enter text.](#)

Required Attachments:

- Supporting evidence for decision.
- Minutes from the board meeting where parents and student provided feedback.

Planning year schools:

Required Attachments:

- Detailed market analysis of newly proposed location.
- Corresponding capital facility plan.
- Revised budget for the planning year and first three operational years.

Matriculation agreement.

Describe the purpose for the matriculation agreement.

[Click here to enter text.](#)

Required Attachments:

- Provide a copy of the school's proposed matriculation agreement signed by all participating charter school(s).

Change to effectiveness goals, performance measures, or accountability plan (original agreement) or Exhibit A (new agreement).

Required Attachments:

- Redline version showing new additions and ~~removed language~~ in contractual agreement performance measures.
- Provide supporting documentation for the requested change.
- Include revised table of contents if appropriate.

Postponement of opening year.

Describe the reason for postponing the school's opening year.

[Click here to enter text.](#)

Required Attachments:

- A copy of the revised budget for the planning year and first three operational years.
- Include additional supporting documentation as necessary.

Change to Bylaws, Articles of Incorporation, or contractual agreement specific to number of board members or board member election / appointment process.

Required Attachments:

- A redline version showing new additions and ~~removed language~~ in Bylaws.

Removal of original application sections (requires policies or written procedures).

Required Attachments:

- A redline version showing new additions and ~~removed language~~ and revised table of contents, or
- If completely rewritten, the new policy or procedure with new effective date, indicating superseding of previous policy or procedure.
- Excerpt from board minutes at which policy was approved

NOTE: Policies, procedures, and minutes can be provided through a specific hyperlink to the exact policy, procedure, or minutes.

Examples:

- Job descriptions for educators and administration, including business administrator
- Selection of Education Service Providers
- Financial performance and sustainability goals
- Board performance and stewardship goals
- Student achievement levels for assessments no longer required by USBE (e.g., end of level CRT, IOWA, DWA, etc.)
- Acceptable use and social media policy
- Extra-curricular activities and fee schedules

NOTE: SCSB staff will review policy or procedure for compliance with state law and board rule.

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.

[Click here to enter text.](#)

Complete:

		Grades and Specific Number of Students Served by Grade												Max Enrollment
Current	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY														
Proposed	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY														

Removal of original application sections (administrative language).

Required Attachments:

- A redline version showing ~~removed language~~ and revised table of contents.

Examples:

- Course catalog or master course list
- Lesson plans
- Calendar / master schedule / bell schedule
- Planning year, operational years, and contingency budgets
- Detailed business plan
- Organizational structure (not including governing board)
- Insurance
- Library plan
- Technology plan
- Administrative services
- Market analysis
- Capital facility plan
- Additional information/Letters of support

Amendments Requiring Utah State Board of Education (USBE) Approval

The following amendment requests may take 2-3 months to complete. See Timeline section for specifics on the process.

Change to School Mission 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.

Click here to enter text.

Required Attachments:

- A redline version showing new additions and ~~removed language~~ in school mission and/or purpose(s). Include revised table of contents if applicable

Waiver from Board Rule

Rule Number and Title: [Click here to enter text.](#)

Describe why the waiver is necessary to meet the mission and/or purposes(s) of the school and help the governing board meet the terms and conditions in its contractual agreement.

[Click here to enter text.](#)

Other Amendments Not Previously Identified Above

Please describe amendment request.

This amendment request is for Syracuse Arts Academy to have their student enrollment cap considered by LEA, not by individual campuses. Currently, Syracuse Arts Academy has an approved LEA student enrollment cap of 1,753, with the Antelope campus approved for 1,025 students, and the North campus approved for 728 students. Both campuses are located in the Davis School District.

Required Attachments:

- Details and supporting documentation as appropriate.
- Additional information may be requested following review and request may require SCSB or USBE approval.

Contractual Charter Agreement Goals (to be completed along with all amendment requests)

Complete *Charter Contractual Agreement Goals* table.

Include goals identified in the Charter Fidelity Monitoring Report (if charter agreement signed prior to June 2016) or Exhibit A (if charter agreement was signed in June 2016 or later).

Required Attachments:

- If the school is not meeting all of its charter contractual agreement goals, then include the governing board’s corrective action plan. (Corrective action plan limited to two pages.)

Instructions: Insert charter school goals found in the Charter Fidelity Monitoring Report (if charter agreement signed prior to June 2016) or Exhibit A (if charter agreement was signed in June 2016 or later). Make certain to include the section and page number where this information can be found. Insert rows as needed.

Measure	Metric	Board Goal	Performance 2 Years Prior	Performance Prior Year	Performance Current Year
Target 1 Student proficiency in Reading, math and Science will	Goal 1 Given school-wide emphasis on Reading, Math and	Improve student learning and achievement.	All SAA SAGE overall LEA proficiency percentages were above	This is the first year that SAA had two campuses. All SAA SAGE	SAGE data not available.

Measure	Metric	Board Goal	Performance 2 Years Prior	Performance Prior Year	Performance Current Year
be evidenced by 85% of continuously registered students scoring 3-4 on end-of-level tests (CRT) in Reading, Math, and Science. [CFMRS: "Goals in the Charter" pg. 1]	Science, students will demonstrate proficiency on statewide performance standards in Language Arts, Math and Science. [CFMRS: "Goals in the Charter" pg. 1]		state averages: Language Arts 63% Mathematics 60% Science 61%	overall LEA proficiency percentages were above state averages: Language Arts 57% Mathematics 59% Science 57%	
Target 2 As measured by ITBS, 80% of students continuously registered will score at or above grade level standards/skills in reading, Math, and Science; as measured by curriculum based assessments, 80% of students continuously registered will score at or above grade level standards/skill in Reading, math and Science. [CFMRS "Goals in the Charter" pg. 2]	Goal 2 Student annual improvement in learning/achievement will be demonstrated by increased scores in grade level standards and skills. [CFMRS "Goals in the Charter" pg. 1]	Improve student learning and achievement.	See above.	See above.	See above.
Target 3 Teacher instructional plans integrate/drive	Goal 3 All students will participate in an integrated learning/arts	Provide a core curriculum instructional programs of enhancing	82% of arts integration in core subjects; 92% of observations of	91% of arts integration in core subjects; 97% of observations of	The school year is not quite over but the following targets are

Measure	Metric	Board Goal	Performance 2 Years Prior	Performance Prior Year	Performance Current Year
<p>“learning through arts” in 80% of core instructional programming; teacher practices demonstrate implementation of “learning through the arts” strategies as evidenced by supervisor observations 100% of the time; 80% of student surveys evidence increased motivation to learn; 100% of students will review the portfolio created demonstrating learning/skills of the core curriculum at student/teacher conferences held throughout the year. [CFMRS “Goals in the Charter” pg. 2]</p>	<p>program evidenced by the creation of a portfolio demonstrating learning/skills of the core curriculum taught through the arts. [CFMRS “Goals in the Charter” pg. 2]</p>	<p>learning through the arts.</p>	<p>arts integration implementation by teachers; 81% of increased motivation to learn by students on an internal survey of students completing the survey; 89% of students reviewed portfolios, of those students that attended student/teacher conferences, demonstrating core curriculum learning.</p>	<p>arts integration implementation by teachers; 81% of increased motivation to learn by students on an internal survey of students completing the survey; 95% of students reviewed portfolios, of those students that attended student/teacher conferences, demonstrating core curriculum learning.</p>	<p>anticipated: 85% or better of arts integration in core subjects; 95% or higher observed observations of arts integration implementation by teachers; 83% or better of increased motivation to learn by students on an internal survey of students completing the survey; 95% or better of students will review portfolios, of those students that attend student/teacher conferences, demonstrating core curriculum learning.</p>
<p>Target 4 Teacher lists identifying 100% of student participation through exhibits, performances or supporting roles in</p>	<p>Goal 4 All students will participate in art exhibits through projects/performances, or supporting roles in such exhibits. [CFMRS “Goals</p>	<p>Provide a core curriculum instructional programs of enhancing learning through the arts.</p>	<p>100%</p>	<p>100%</p>	<p>The school year is not yet over, with several art activities still to come in April and May, but it is anticipated that there will be 100% student participation</p>

Measure	Metric	Board Goal	Performance 2 Years Prior	Performance Prior Year	Performance Current Year
exhibits. [CFMRS “Goals in the Charter” pg. 2]	<i>in the Charter” pg. 2]</i>				this year.
Target 5 After school activities will be mostly comprised of an emphasis on the arts – list of after school activities offered for the year and students attending. [CFMRS “Goals in the Charter” pg. 2]	Goal 5 All students have opportunities to participate in after school activities involving arts. [CFMRS “Goals in the Charter” pg. 2]	Provide a core curriculum instructional programs of enhancing learning through the arts.	100%	100%	The school year is not yet over, with several art activities still to come in April and May, but it is anticipated that there will be 100% student participation this year.
Target 6 100% skill surveys gathered – data sorted. [CFMRS “Goals in the Charter” pg. 3]	Goal 6 Parental skill surveys completed and turned in. [CFMRS “Goals in the Charter” pg. 3]	Increased parent opportunities to participate.	100% Surveys have been taken annually and the administration and board has done a data analysis to establish goals for school improvement.	100% Surveys have been taken annually and the administration and board has done a data analysis to establish goals for school improvement.	The annual survey is due back from parents on April 12 th , 2017.
Target 7 Distribute a list of volunteer skills/requests to volunteer to parent organization and school staff. [CFMRS “Goals in the Charter” pg. 3]	Goal 7 Increased number of multiple opportunities and different ways for families to volunteer. [CFMRS “Goals in the Charter” pg. 3]	Increased parent opportunities to participate.	Volunteer hours recorded were 18,400. A list of opportunities for volunteering was provided to parents.	Volunteer hours recorded were 26,192 (Two campuses). A list of opportunities for volunteering was provided to parents.	So far volunteer hours are over 20,000. A list of opportunities for volunteering was provided to parents.
Target 8 100% or more parents sign up for volunteer	Goal 8 100% individual families will be encouraged to	Increased parent opportunities to participate.	67% of families recorded some volunteer hours.	85% of families recorded some volunteer hours. Parent	Data has not been collected for 2016-2017 yet, however

Measure	Metric	Board Goal	Performance 2 Years Prior	Performance Prior Year	Performance Current Year
opportunities; 100% contact to all families in need of volunteer hours; 100% of parent volunteer hours will be maintained in the volunteer database; monthly notices will be sent out to all families as need with an up-to-date accounting of hours completed, along with a list of opportunities to volunteer. [CFMRS “Goals in the Charter” pg. 3]	volunteer 30 hours per academic year. [CFMRS “Goals in the Charter” pg. 3]		100% of families were contacted about volunteering. 100% of hours were recorded and a database maintained.	involvement increased 18%, with an emphasis on more opportunities for involvement. 100% of families were contacted about volunteering. 100% of hours were recorded and a database maintained.	volunteer hours are being recorded and updates have been sent out.
Target 9 Less than 8% of students will be cited for incidents involving inappropriate facility, educational, and peer issues. [CFMRS “Goals in the Charter” pg. 4]	Goal 9 Increased student respect for the educational environment, learning and positive peer interactions. [CFMRS “Goals in the Charter” pg. 3]	Safe and orderly learning environment.	4% of the students enrolled had inappropriate behaviors.	SAA opened their satellite campus and there was a slight increase in documented student behavior incidents to 6%	To date it is currently 2%.
Target 10 100% of students will actively participate in setting educational achievement goals at the	Goal 10 Students will demonstrate/endorse respectful behaviors for learning, the school environment	Safe and orderly learning environment.	SAA adopted the Leader in Me model for Character Education. 100% of students set goals (3 rd -9 th); Students	SAA adopted the Leader in Me model for Character Education. 100% of students set goals (3 rd -9 th); Students	Data has not been collected yet for school year 2016-2017, however 100% of students (3 rd -9 th) have set goals and all

Measure	Metric	Board Goal	Performance 2 Years Prior	Performance Prior Year	Performance Current Year
onset of the school year; parent/teacher conferences will be student driven according to student set goals, educational data, and student portfolios; 100% student participation in character education weekly; successful participation evidenced by completion of in-class, at-home assignments requiring a parent signature 80% of the time; 95% of students surveyed will report that they feel school is a safe place to learn where they are motivated to learn. [CFMRS "Goals in the Charter" pg. 4]	and peers. [CFMRS "Goals in the Charter" pg. 4]		attending PT conferences all participated in sharing portfolios (3 rd -9 th); 100% of students participated in weekly character education (parent signatures were not required the majority of the time). Jr. High students participate annually in a comprehensive guidance needs assessment survey, in 2014-2015 89% of students reported feeling safe at school.	attending PT conferences all participated in sharing portfolios (3 rd -9 th); 100% of students participated in weekly character education (parent signatures were not required the majority of the time). Jr. High students participate annually in a comprehensive guidance needs assessment survey, in 2015-2016 91% of students reported feeling safe at school.	students that attend PT conference participate in sharing portfolios.

