

**Weber State University
Charter Academy
Annual Report
2017/2018 Academic Year**

**Boyd K. and Donna S. Packer Family and Community Education Center
Jerry and Vickie Moyes College of Education**

Date approved by WSU Charter Academy Board of Directors:

Date Submitted to WSU Administration:

Moyes College of Education Dean: Jack L. Rasmussen, Ph.D.

Child and Family Studies Department Chair: Paul Schvaneveldt, Ph.D.

WSU Charter Academy Board of Director's Chair: Sheila Anderson, Ph.D.

WSU Charter Academy Principal: Camie Bearden, M.Ed.

I. Executive Summary:

Weber State University Charter Academy opened August 26, 2013 and completed its fifth year of operation with a total enrollment of 34 students. Since authorization by the Weber State University Board of Trustees and the State Board of Education, WSU Charter Academy has been following the plan outlined in the Charter Academy application.

The mission of the WSU Charter Academy is to provide an educational learning center with an emphasis on student learning and family involvement; where WSU pre-service teachers may observe and practice cutting-edge, research-based educational practices; and where research on various aspects of education may be conducted.

Core Values

Learning

Experimentation

Innovation

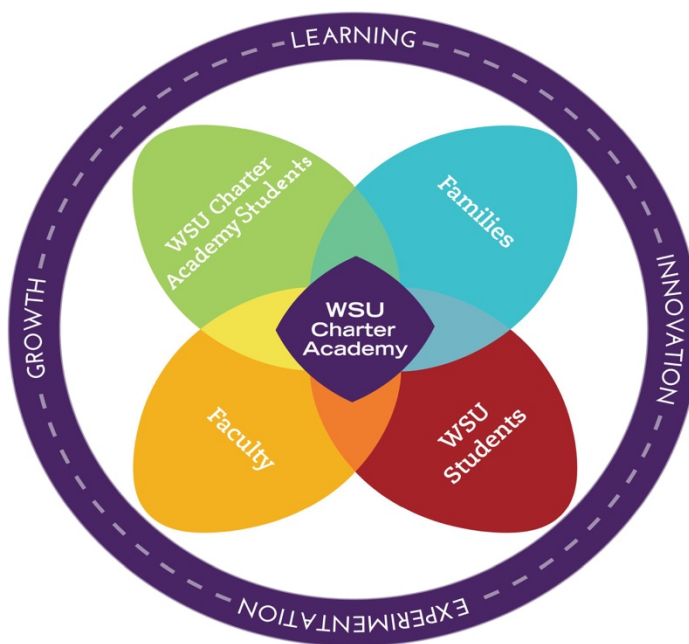
Growth

WSU Charter Academy Students

Families

WSU Students

Faculty



**WEBER STATE
UNIVERSITY**

Charter Academy

The WSU Charter Academy Board of Directors continues to be involved in monitoring the academy's progress in accomplishing goals and student performance. The Board is also accountable for all school business, has employed legal counsel when appropriate, and continues to evaluate curriculum needs. During this fifth year of operation the WSU Charter Academy had 6 strategic priorities in growing towards becoming the best kindergarten program in the state.

Priority 1. *Maintain enrollment of at least 18 children per classroom and attendance rate over 90%.*

Enrollment and attendance has been relatively steady. The 2018-2019 school year enrollment is at capacity of 44 children (22 morning and 22 afternoon), an increase from previous years two years that have been below 40. Attendance rate for the 2017-2018 school year was 93.8%, similar to the 2016-2017 school year 93.4% and for the 2015-2016 school year 92.3%.

Priority 2. *Implement marketing & branding plan.* A marketing and branding subcommittee met regularly from September through February (Principal, CHF Faculty/WSUCA Board Chair, college marketing director, marketing intern student, Children's School staff assistant and secretary). New strategies included updated website with improved visibility for internet search terms, increased recruitment of Children's School parents, Orientation/Open house night, video ad designed by marketing intern used in local theaters, outreach to local prekindergarten programs.

Priority 3. *Implement matriculation agreement with DaVinci Academy.* This was the first year that the matriculation agreement was fully implemented. Two parents successfully completed this process in sending their children to first grade. The principle is in the process of following through with DaVinci Academy to use their kindergarten waitlist fill openings at the WSU Charter Academy Kindergarten.

Priority 4. *Use data informed approaches to improve program quality.* A data governance policy was approved. Indicators of progress included child, family, field experience student, staff, and classroom quality. Child outcomes have been consistently over the 80% proficiency benchmark, except this year in English Language Arts (ELA) and Mathematics. This may be due to changing assessment measures. This year the Utah State Board of Education (USBE) required use of the new Kindergarten Entry Exit Profile (KEEP) assessment for Mathematics and English Language Art (ELA). This assessment had not been previously normed. Guidelines for linking pre/post data and posttest score interpretation (e.g. cutoff scores) were not available, so the raw data was used for this report. Family participation in documenting volunteer hours, and total number of hours completed decreased this year from the previous year. Classroom quality showed gains with observations showing over 90% accreditation criteria met for the 2017-2018 year, while staff survey indicates over 85% of program personnel criteria are met. Surveys of field experience students and course instructors indicate high levels of satisfaction (90-100%).

Priority 5. *Pursue National Association for the Education of Young Children (NAEYC) accreditation.* Staff have been completing the self-study process. Monthly staff accreditation meetings and external coaching have resulted in clearer alignment of program practices with accreditation criteria. Policies have been aligned with criteria. The program staff identified Fall 2019 as the target timeline for the site visit.

Priority 6. *Fully develop brain-based philosophy, curriculum, assessment and implement with fidelity.* The principal and teacher worked with a small group of students in the Early Childhood Program Development course. The students researched options for technical assistance in lesson planning aligned with curriculum philosophy, provided a plan to the principle used for piloting in Spring semester.

II. Goals and Evidence:

Goal 1: Maintain a focus on children and families through educational, co-curricular, and extra- curricular programs.

WSU Charter Academy Goals	Annual Objectives	Strategies	Measurements	Expected Milestones (Status/Schedule)
1. Maintain a focus on children and families through educational, co-curricular, and extra-curricular programs	A. Utah Core Standards (UCS) will be used through Developmentally Appropriate Practice to guide the education of WSU Charter Academy students.	<ul style="list-style-type: none"> a. Ensure that all curriculum resources are purchased and used in the classroom are aligned to UCS and DAP. b. Implement K-2 Integrated Curriculum c. Provide a variety of authentic opportunities for meaningful and educational experiences d. Use technology to enhance instruction e. Use Differentiated Instruction (DI) to guide teaching 	<p>Percentages of students meeting UCS kindergarten standards in math, English language arts, science, social studies, & K-2</p> <p>Integrated curriculum as documented by student records of assessments and progress</p> <p>NAEYC accreditation self-study family survey and classroom observation</p>	<p>80% students UCS ELA met</p> <p>80% students UCS math met</p> <p>80% students UCS science met</p> <p>80% students UCS social studies met</p> <p>80% students UCS integrated curricula met</p> <p>80% of NAEYC standards met</p>
	B. Parents will work closely with the WSU Charter Academy.	<ul style="list-style-type: none"> a. Develop new and continuing opportunities for parents to participate inside and outside of the classroom b. Provide accessible means by which parents can log hours c. Provide parents with diverse ways in which they can communicate with teacher 	<p>Percentages of participating families and documented hours of participation as generated through the WSU Charter Academy website and Google Doc</p> <p>Teachers have monthly communication with parents about student progress.</p>	<p>75% of families will participate</p> <p>50% of families will participate at the 30 hours per year level</p>

Goal 1 Narrative

Maintain a focus on Children. Curriculum changes were implemented to improve classroom quality and meet NAEYC accreditation criteria. Child proficiency in science and social studies remained steady, but there was a decline in English Language Arts (ELA) and Mathematics when compared to previous years. For the 2015-2016 school year child proficiency levels were above 90% in Science and Integrated Curricula, and 80% in Mathematics, ELA, and Social Studies. For the 2016-2017 school year child proficiency levels were above 90% in Science, Social Studies, and Integrated Curricula and above 80% in Mathematics and ELA. For the 2017-2018 school year proficiency levels were above 90% in Science, Social Studies, but 69% in Reading and 70% in Mathematics. The decrease in math and ELA proficiency may be a measurement issue, as the assessment changed. This year, was the first year USBE required the KEEP assessment for Mathematics and ELA. This was the first year this assessment has been used statewide. The assessment was internally developed by USBE and had not been previously normed. USBE has not yet provided access the aggregated posttest data and guidelines for interpretation, such as how to link pre/post scores and cut off scores for age appropriate mastery. Thus, the available outcome data may be limited in accuracy and usefulness. The principal and teacher are revising the assessment plan to add additional assessment and strengthen mid-year monitoring, and the teacher has made instructional changes to address potential gaps.

Maintain a Focus on Families. Family engagement is essential for providing high quality educational services for young children. For the 2017-2018 school year 70% of families participated, 23% of families completed 30 or more hours, the total number of family participation hours was 775. This was lower than the 2016-2017 school year when 94% of families participated, 30% of families completed 30 or more hours, and the total number of family participation hours was 892, but similar to the 2015-2016 school year when 86% of families participated, 22% of families completed 30 hours or more, and the total number of family participation hours was 721.

The NAEYC self-study family survey average percentage of families rating criteria as met increased. For the 2017-2018 school the average percentage of families rating criteria met was 94%. The average percentage of families rating criteria as met was 85% for the 2016-2017 school year, and 87% for the 2015-2016 school year. Program strengths identified by families included positive relationships with families and families understanding what children are learning. Gaps included supporting parent understanding of how learning is measured and providing information for a smooth transition to first grade.

This year a new family survey was developed to provide program staff with formative feedback on parent perspectives for the first half of the year. The principal worked with Dr. Hubler to format a new midyear survey for families, then reviewed data and planned with staff how to address gaps. Over half the families completed the survey. Results indicated that all families completing the survey would promote the program to other parents they knew, but wanted more clarity about the curriculum. The principal and staff have also received feedback from parents about improving the effectiveness of the parent communication app, revising the parenting orientation process, and providing clear information about the transition to first grade.

Through an Effective Curriculum Program. The NAEYC classroom observation data from an independent observer indicated that in 2017-2018 93% of criteria were met, compared with 2016/2017 when 80% of criteria were met, and 2015-2016 when 85% of criteria were met. To align practices with NAEYC criteria and a brain based curriculum philosophy a subcommittee (teacher, assistant, principal, CHF faculty member/WSUCA board chair) has met monthly to review accreditation criteria and self-assess needed improvement using the self-study tools. The classroom teacher has changed practices in the areas of structure quality (physical environment, daily schedule), basic health and safety practices such as handwashing, and curriculum such as individualized math box approach to mathematics instruction. An external coach has provided observational feedback and support several times a month for the teacher focusing on how to more clearly align lesson planning information with accreditation standards for curriculum. These changes will be implemented for the upcoming school year.

Goal 2: Provide training in research and informed practices for WSU students through observation and mentored practicum opportunities.

2. Provide training in research and informed practices for WSU students through observation and mentored practicum opportunities	WSU students will participate in supervised lab, practicum, or field experience.	<p>a. Survey pre-service teachers to evaluate field experience</p> <p>b. Survey classroom teacher(s) evaluate practicum, or field experience</p> <p>c. Survey course professors to evaluate lab, practicum, or field experience</p>	<p>Practicum/field experience students report having productive learning experiences</p> <p>Classroom teacher(s) report having productive mentoring experiences</p> <p>Course professors report demonstrated growth of students in meeting course objectives</p>	<p>100%^a of pre-service teachers completing field experience in charter will report productive learning experiences</p> <p>Classroom teachers(s) report having productive mentoring experiences</p> <p>100% of course professors report demonstrated growth of students in meeting course objectives.</p>
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Goal 2 Narrative

Provide Training in Research and Informed Practices for WSU students. One hundred thirty-seven WSU students used the WSU Charter Academy for field experiences. There were 25 Advance Planning and Guidance/Planning Kindergarten Curriculum students from the Child and Family Studies Department that completed a combined total of 600 field experience hours (24 hours each) at the WSU Charter Academy. Four students from Early Childhood Program development were mentored by the principle in developing a curriculum quality improvement plan. From the Teacher Education Department 112 students from the Math Methods and the Literacy in the Primary Grades classes completed child assessment assignments and designed an individualized workshop based on the assessment results. Approximately 50 other students from Child and Family Studies courses used the Charter Academy for field experience observations. The Charter Academy classroom teacher, course instructors, and students reported that the experience was a positive and a beneficial learning experience for their students and the pre-service teachers. Over 90% of the Advance Planning and Guidance students rated the mentor teacher collaboration, feedback, and support for their progress towards goals as effective. In addition, two student from the marketing department completed internship hours for the Charter Academy and created print and video materials.

Goal 3: Provide a research center through opportunities for University faculty, University students, and WSU Charter Academy faculty to study various educational aspects.

3. Provide a research center through opportunities for University faculty, University students, and WSU Charter Academy faculty to study various educational aspects	WSU faculty members and students will be provided research opportunities.	a. Adhere to the policy by which faculty and students will submit research proposals b. Communicate with and recruit faculty members and students to conduct research c. Review submitted proposals d. Review final reports on findings	Number of projects Proposed and completed by the target groups	number of new project proposed
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Goal 3 Narrative

Provide a research center to study education. WSU Charter Academy may be used by university faculty, pre-service teachers, and graduate students to research instruction and instructional programs, early child development, curriculum design and assessment, etc. There were three educational research projects during the 2017-2018 school year. Dr. Sheila Anderson's project: Strengthening Early Educators through Practice Based Coaching. Dr. Sheila Anderson and Dr. Wei Qiu's Database Assessment Project. Dr. Teri Henke's project: Parent Stress, Effort, Mindful Awareness, Discipline, and Child Behavior. These projects have not yet been completed. Information will be posted on the website when the projects are completed.

III. Monitor comply with federal & state laws, rules and regulations

All federal and state laws, rules and regulations have been monitored and complied with to date.

IV. Technical support in understanding of their charter obligations

WSU Charter Academy has worked diligently to incorporate the higher-order thinking skills, application of knowledge, and deeper understanding of concepts within the Common Core and Utah Core Curriculum.

WSU Charter Academy's Board of Directors recognizes the importance of a curriculum is aligned with the Utah State Core in content and sequence and aligned with state assessments.

The WSU Charter Academy Board of Directors Chair, Principal, Business Administrator, and Administrative Assistant have attended Director meetings held either at the USOE or online monthly.

Business Administrator and Administrative Assistant have attended SIS trainings and UTREX meetings at the USBE.

V. In Alignment with Charter Academy Agreement: Following indicators adopted in agreement (8/2012):

1. Board of Director's

<i>Indicator – Board performance & stewardship</i>			
Measure	Metric	Minimum Standard	Evaluation
Ethical conduct	Number of board violations of statute, State Board rule, or charter agreement	No violations of statute, State Board rule, or charter agreement	None

<i>Indicator – Board performance & stewardship (page 32 application)</i>			
Measure	Metric	Board Goal	Evaluation
Board member development	Percentage of board passing all available board training modules on the State Charter School Board website	100%	100% ^a
Regulatory and reporting compliance	Percentage of all required reports that are submitted to state agency complete, accurate, and on time	100%	100%
Regulatory and reporting compliance	Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the academy/school's Charter is not changed without proper amendment from chartering entity	100%	100%

^aInformation for board member training was based on board member self-report due to technical difficulties accessing the information from the State Charter School Board website.

2. Establishment of The Charter Academy

a. Application/Agreement-Binding

The WSU Charter Academy Application was fully incorporated into this agreement and all members of the WSU Charter Academy Board of Directors have received a copy of the Application and the Agreement. All Board of Directors members agree to abide by the conditions contained in the agreement.

b. Compliance with Other Law

The WSU Charter Academy Board of Directors is in compliance with all applicable federal laws and regulations, including, but not limited to, such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records as applicable. The Governing Board shall also comply with all applicable health and safety laws and regulations, whether federal, state, or local.

c. Transportation

Neither the local board of education, WSU Charter Academy Board of Directors, University nor the SBE is responsible for student transportation except as required in a student IEP. Parents of a student at the WSU Charter Academy have been notified of this provision and it is posted on the WSU Charter Academy website.

d. Facilities

The WSU Charter Academy is housed in the Jerry & Vickie Moyes College of Education, room 116.

3. Operation of the Charter Academy

a. Purpose

The purposes of the WSU Charter Academy are threefold:

1. Maintain a focus on children and families through educational, co-curricular, and extra-curricular programs;
2. Provide training in research and informed practice for WSU students through observation and mentored practicum opportunities
3. Provide a research center through opportunities for University faculty, University students, and WSU Charter Academy faculty to study various educational aspects

The WSU Charter Academy will meet the purpose of charter schools defined in Title 53A-1a-503.

b. Enrollment

For the upcoming 2018/2019 school year, the Weber State University Charter Academy has a total enrollment of 44 students – 22 morning, 22 afternoon. This is an increase from the 2017-2018 school enrollment of 34 students total – 16 morning, and 18 afternoon. Although, the maximum enrollment the WSU Charter Academy can have in the current facilities due to square footage requirements per student is 44 students – 22 morning, 22 afternoon, the classroom was originally designed for 20 students. Thus, 18-20 students has been a more effective class size.

<i>Indicator - Student attendance and reenrollment (page 17 of application)</i>			
Measure	Metric	Board Goal	Evaluation
Student attendance rate	All students attending target number of days (167 school days)	75% of students attending target number of days	93.23%
Within year enrollment rate	Percentage of students continuously enrolled throughout the year	75% of students continuously enrolled throughout the year	97.4%
Year-to-year reenrollment rate	Percentage of students re-enrolled from one year to the next	Not applicable	NA
Continuous reenrollment rate	Percentage of students continuously enrolled for all available years	Not applicable	NA

c. Records

- *Access.* Subject to state and federal laws, the SBE, its agents, and the State Auditor's Office shall have the right to examine and copy complete records, reports, documents, and files relating to the operation of the WSU Charter Academy, or any activity, program, or student of the WSU Charter Academy.
- *Public Records Law.* The Board of Directors and WSU Charter Academy are subject to the Government Records Access and Management Act. All agendas and minute of meetings are posted on the WSU Charter Academy website. Electronic records of meetings are located in room 228 of the Moyes College of Education. All meetings and agendas can also be found on the Utah Public Meeting Website.
- *Student Records.* The Academy/School is subject to all the provisions of the federal Family Educational Rights and Privacy Act, U.S.C. 20 § 1232g. In the event the Academy/School closes, it shall transmit all official student records as prescribed by the University.

d. Student Discipline

- The WSU Charter Academy agrees to and shall comply with all state and federal law, and State Board rule, except as otherwise provided by law.
- The WSU Charter Academy shall comply with state and federal law, and State Board rule governing discipline of children with disabilities, including compliance with 20 U.S.C. Sec. 1400 et. seq. and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Sec. 706(8).
- The WSU Charter Academy shall comply with state and federal due process requirements both in notifying parents and students of conduct for which they may be suspended or expelled and in providing notice and hearing opportunities to students being recommended for exclusion from the WSU Charter Academy. If the WSU Charter Academy suspends a student with special needs, it shall continue to provide the student with all continuing education services to the extent mandated by state and federal law, and State Board rule.
- The WSU Charter Academy has policies and procedures to deal with various student discipline issues. WSU

Charter Academy policies can be found on the WSU Charter Academy website under policies. WSU Charter Academy procedures for each of the policies can be found on the WSU Charter Academy website under procedures.

e. Instruction

- As prescribed by State Board rule, the WSU Charter Academy shall provide a minimum of 180 days and 450 hours of instruction (grade K).
- The WSU Charter Academy shall employ the use of the Utah State Core Curriculum as the foundation along with Developmentally Appropriate Standards (DAP) for the instructional program.

f. Assessments

On August 4, 2018 and prior to administering any state assessment, the WSU Charter Academy Principal will review the “*State Ethics Policy*” and “*Standard Test Administration and Testing Ethics Policy for Utah Educators*” with all teachers. WSU Charter Academy teachers are then responsible to read and sign the “*State Ethics Policy*” and “*Standard Test Administration and Testing Ethics Policy for Utah Educators*” brochure and document. The signed document must be kept on file at the WSU Charter Academy Office.

<i>Indicator - Student achievement level</i>			
Measure	Metric	Board Goal	Evaluation ^a
Proficiency levels in Integrated Curriculum	Percentage of students meeting Utah Core Standards in Integrated Curriculum	80% of students will meet each individual standard as demonstrated through multiple assessments including planned observational and work sample documentation in portfolio's	Morning –84% Afternoon –79%
Proficiency levels in English Language Arts	Percentage of students meeting Utah Core Standards in English Language Arts	80% of students will meet each individual standard as demonstrated through multiple assessments including planned observational and work sample documentation in portfolio's	Morning –69% Afternoon –69%
Proficiency levels in Mathematics	Percentage of students meeting Utah Core Standards in Mathematics	80% of students will meet each individual standard as demonstrated through multiple assessments including planned observational and work sample documentation in portfolio's	Morning –77% Afternoon –63%
Proficiency levels in Social Studies	Percentage of students meeting Utah Core Standards in social studies	80% of students will meet each individual standard as demonstrated through multiple assessment including planned observational and work sample documentation in portfolio's	Morning – 96% Afternoon – 91%
Proficiency levels in Science	Percentage of students meeting Utah Core Standards in Science	80% of students will meet each individual standard as demonstrated through multiple assessments including planned observational and work sample documentation in portfolio's	Morning – 92% Afternoon -94%

^a Includes data from all children (ELL and children with an IEP, higher percentage in the afternoon class). Primarily based on KEEP assessment pilot year raw data. Data will be reanalyzed when USBE provides methodology for pre/post comparison and interpretation guidelines;

g. Open Meetings: Public Records

The Board of Directors and WSU Charter Academy are subject to the Government Records Access and Management Act. All agendas and minute of meetings are posted on the WSU Charter Academy website. Electronic records of meetings are located in room 228 of the Moyes College of Education. All meetings and agendas are also posted on the Utah Public Meeting Website.

h. University and Academy/School Transparency

The WSU Charter Academy agreed to have on its website and has met the following requirements:

- an electronic copy of the Academy/School's approved charter,
- signed charter agreement;
- the Board of Director's structure, including names, qualifications, and individual contact information for all governing board members;
- the WSU Charter Academy student policy manual;
- the annual WSU Charter Academy calendar;
- timelines and processes for new student application and registration,
- timelines and processes for students transferring from the charter WSU Charter Academy to another school.
- WSU Charter Academy year-end report

i. Agreements with Education Service Providers (ESPs)

At the current time the WSU Charter Academy has not entered into any agreements with Education Service Providers (ESPs).

4. Personnel

a. Licensed Employees

<i>Indicator – Board performance & stewardship</i>			
Measure	Metric	Minimum Standard	Evaluation
Regulatory and reporting compliance	Percentage of teachers properly licensed and endorsed for teaching assignment	All teachers properly licensed and endorsed for teaching assignments in CACTUS	100%

Criminal Background Checks

Weber State University Charter Academy Board of Directors, Principal, Business Administrator, Administrative Assistant, teacher, and the Dean of the College of Education have received a criminal background check as required by Utah Code 53A-1a-512.5.

All WSU Charter Academy staff, including administrators, office staff, teachers, paraprofessionals, instructional aides, classroom aides, substitute teachers who will spend any unsupervised time with students must receive a criminal background check prior to beginning service with the Charter Academy. One board member that did not have unsupervised contact with children did not complete the background check.

<i>Indicator – Board performance & stewardship</i>			
Measure	Metric	Minimum Standard	Evaluation
Regulatory and reporting compliance	Percentage of employees and board members with completed criminal background checks	All employees and board members have criminal background check on file	93%

5. Charter Academy Financial Matters

a. Financial and Governance Warnings

The WSU Charter Academy incorporates by reference, all applicable federal and state laws and regulations and State Board rules unless specifically waived.

b. Fiscal Management

Weber State University and the WSU Charter Academy have a “Cooperative Agreement” where management of the WSU Charter Academy finances are handled by Weber State University Accounting Services. This also includes financial audits by external auditors. The cooperative agreement includes other services provided by the University to the Charter Academy such as human resources and payroll, legal, facilities, and other services as are mutually agreed.

The accounting policies of the Charter Academy conform in all material respects with U.C.A. §53A-19 and generally accepted accounting principles (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB).

Below are several financial performance indicators for the WSU Charter Academy based on audited financial statements.

<i>Indicator – Financial performance and sustainability</i>			
Measure	Metric	Minimum Standard	2017-2018 Evaluation
Audit findings or recommendations	Number of material findings, financial condition findings, or repeated significant findings	No unresolved material findings, financial condition findings, or significant findings	There were no material audit findings and/or recommendations for 2017-2018
Current assets to total annual operating expenses	Current Assets ÷ (Total Annual Operating Expenses ÷ 365)	30 days cash on hand or cash reserve as required by bond covenants, whichever is greater	212 days – met goal

<i>Indicator – Financial performance and sustainability</i>			
Measure	Metric	Board Goal	2017-2018 Evaluation
Current ratio	Current Assets/Current Liabilities	1.5	No liabilities at end of FY 2017 - 2018
Revenue to expense ratio	Total Revenues/Total Expenses	1.1	1.05
Current assets to total annual operating expenses	Current Assets/(Total Annual Operating Expenses/365)	70	212
Adherence to Budget	(Budgeted Expenditure - Actual Expenditure)/Budgeted Expenditure	0.03	-0.03

c. Insurance and Bonding

WSU Charter Academy and the WSU Charter Academy Board of Directors are covered through a policy administered by the Utah State Risk Management Fund.

WSU Charter Academy Liability and Property Insurance is provided through the State of Utah Risk Management Fund.

d. Procurement

WSU Charter Academy is subject to the Utah Procurement Code. Per the “Cooperative Agreement” between Weber State University and the WSU Charter Academy, all of the WSU Charter Academy purchases are handled through the University’s Purchasing Department. The University complies with the Utah Procurement Code as well as the University’s policies and procedures.

6. Facilities

Chad Downs was appointed by WSU Facilities Management and approved by the WSU Charter Academy Board of Directors as Charter School Board Building Officer (CSBBO). Chad had direct administrative and operational control of all construction, renovation, and inspection of WSU Charter Academy facilities. All meetings were attended and reports were completed and filed with the State Office of Education on time.

7. Charter Review

a. Review Process

The charter academy/school review process will be guided by the following core questions:

Is the Academy/School’s academic quality successful?

Is the Academy/School’s organizational quality viable?

Is the Academy/School demonstrating good faith in following the terms of its charter and applicable law?

The WSU Charter Academy will meet the purpose of charter schools defined in Title 53A-1a-503. The following indicators are for the 2017-2017 Academy Year.

Indicator – Upholding mission and purpose 58

Measure	Metric	Board Goal	Evaluation
Utah Core Standards (UCS) will be used through Developmentally Appropriate Practice (DAP) to guide the education of WSU Charter Academy students.	Percentages of students meeting UCS kindergarten standards in math, English language arts, science, social studies, & K-2 integrated curriculum as documented by student records of assessments and progress NAEYC Accreditation Self-Study Classroom Observation NAEYC Accreditation Self-Study Family Survey NAEYC accreditation criteria staff survey	80% students UCS ELA met 80% students UCS math met 80% students UCS science met 80% students UCS social studies met 80% students UCS integrated curriculum met 80% of NAEYC accreditation standards met.	69% ^a students UCS ELA met 70% ^a students UCS math met 93% students UCS science met 94% students UCS social studies met 82% students UCS integrated curricula met 93% NAEYC accreditation classroom observation criteria met 94% average NAEYC accreditation criteria family survey rating 84% ^b average NAEYC accreditation criteria staff survey rating
Parents will work closely with the WSU Charter Academy.	Percentage of participating families and documented hours of participation as generated through the WSU Charter Academy website and Google Doc Teachers have monthly communication with parents about student progress.	75% of families will participate 50% of families will participate at the 30 hours per year level 100% progress report folders	70% family participation 23% family participation at 30 hours plus 775 total participation hours
WSU students will participate in supervised lab, practicum, or field experience.	Practicum students report having learning experiences Classroom teacher(s) report having mentoring experiences Course professors report of pre-service teachers in meeting Objectives	85% of pre-service report having productive learning experiences Classroom teachers(s) having productive Experiences 85% of course professors report demonstrated pre-service teachers in course objectives	92% ^b 100% 100% ^b
WSU faculty members students will be provided research opportunities.	Number of projects proposed and the target groups	85% of proposed projects are completed 100% of completed projects are posted on WSU Charter Academy website	0 Website is up to date

^a Includes data from all children (ELL and children with an IEP, higher percentage in the afternoon class). Primarily based on KEEP assessment pilot year raw data. Data will be reanalyzed when USBE provides methodology for pre/post comparison and interpretation guidelines; ^b Spring 2017, 2 of 5 classes of students and 1 of 3 professors completed evaluation data.

b. Termination of Charter

- i. *Grounds:* The University may terminate this charter on any of the following grounds:
 - 1) Failure of the Governing Board or Academy/School to meet the requirements stated in the charter.
 - 2) Failure of the Governing Board to meet generally accepted standards of fiscal management.
 - 3) Violation of law, regulation, or State Board rule.
 - 4) Material violation of any of the conditions, standards, or procedures set forth in this agreement.
 - 5) Failure to meet the requirements for student performance under state or federal law.
 - 6) Failure to attend orientation and training sessions designated by the University.
 - 7) Other good causes shown.

The Governing Board may terminate this charter agreement after the end of the spring semester and prior to the beginning of the fall semester with or without cause.

- ii. *Procedures:* A charter that is terminated by the Governing Board shall be terminated consistent with state law and State Board rule. A charter that is terminated by the Governing Board shall be terminated in a manner consistent with the provisions of this agreement upon the effective date communicated in a written notice provided by the Governing Board to the University regarding its intention to terminate the charter. The University must receive such notice at least 60 days prior to the beginning of the fall semester.

To date all requirements have been met by the WSU Charter Academy with the exception of the ELA and Mathematics child proficiency levels which are about 10% lower than the 80% target. At this time we are unable to fully assess the validity of this data due to using the USBE required KEEP assessment. This was a new assessment this year that had not been previously normed. USBE has not yet provided access to the aggregated data and interpretation guidelines, so raw data was used in this report. The principal is revising the assessment plan and the governing board has added a mid-year report to increase monitoring of the assessment and curriculum implementation, and child progress toward outcomes.

c. Property Ownership N/A

9. Reporting Requirements

a. Children with Special Needs

Nine (9) students during the 2017-2018 Academy year required Special Education services. All services were met in accordance with the students IEP and growth was seen.

b. Electronic Data Submission

WSU Charter Academy is using the state supported SIS (Student Information System). Necessary training has been and will continue to be provided for all staff members. It is important for record keeping functions at the school to be accurate in order for the data display at USOE accurately. SIS may also be used for discipline tracking at WSU Charter Academy.

The Principal has and will regularly provide student achievement reports to the Board of Directors. To identify specific skills that might need remediation and/or enhancement, formative and summative data have been and will continue to be gathered regularly. All data on WSU Charter Academy goals is being and will be tracked and reported to the Board of Directors. The Principal is responsible for training in data interpretation if necessary.

The WSU Charter Academy Principal uses CACTUS to monitor teacher licensure. Teacher(s) have been trained to use OnTrack to register for professional development and track the hours earned toward licensure.

Up-to-date financial data is monitored to keep within approved budgets. This information is shared with the Board of Directors during monthly board meetings.

Data is retained according to the USOE's record retention schedule. The WSU Charter Academy is equipped with a dual redundant power supply (to protect against power outages or spikes) and a back-up storage in the event of main storage failure.

All WSU Charter Academy Board of Directors members are required to participate in Governing Board Online trainings (GBOT) provided by the USOE Charter School Department.

WSU Charter Academy's Board of Directors and Administration recognize and support the importance of data management for both tracking student progress and compliance with state regulations.

2017-2018 Board of Directors (BOD)	
Name	Position
Sheila Anderson	Chair, Child and Family Studies
Wei Qiu	Vice Chair, Child and Family Studies
Stephanie Speicher	Treasurer, Teacher Education
Shalise Rasmussen	Secretary, Parent
Brittany Goddard	Community
WSU Charter Academy Staff	
Camie Bearden	Principal
Jami Daly	Business Administrator & Administrative Assistant
Paul Schvaneveldt	Chair, Child and Family Studies Department

2018-2019 Board of Directors (BOD)	
Name	Position
Sheila Anderson	Chair, Child and Family Studies
	Vice Chair (to be elected in September)
Stephanie Speicher	Treasurer, Teacher Education
Brittney Goddard	Secretary, Parent
Isabel Asensio	WSU Faculty, Parent
Tyler Roessler	Parent
WSU Charter Academy Staff	
Camie Bearden	Principal
Currently Hiring	Business Administrator & Administrative Assistant
Wei Qiu	Chair, Child and Family Studies Department