Exhibit "A"

No portions of Exhibit "A" may be changed unless amended pursuant to Charter Agreement Section 5.3

1. Name: The name of the Charter School shall be Mountain Heights Academy.

2. Applicant: A Charter Agreement is granted to OpenContent Foundation, which applied on February 8, 2008.

3. Location: The charter school shall be established statewide throughout Utah**,** which is material to its authorization.

4. Mission statement: The Charter School mission statement, as set forth in the application is: "Our mission is to use innovative technology, service learning, student-centered instruction and personal responsibility to empower students to succeed."

5. Purpose(s) of the charter school: The Charter School purposes consistent with U.C.A. §53G-5-104 include:
    a. Continue to improve student learning through following Mountain Heights Academy's (MHA) philosophy, using virtual hands-on learning.
    b. Encourage the use of different and innovative teaching methods through using cutting edge multimedia technologies and diverse educational approaches and methods including but not limited to service-oriented learning and inter-disciplinary project-based learning.
    c. Create new professional opportunities for educators that allow for the creation and use of open educational resources (OER) so that teachers have greater control over the content used in the classrooms. Moreover, teachers may be able to work from home and may be provided with a laptop.
    d. Increase choice of learning opportunities for students by operating a school for all students in the State of Utah that provides an anywhere, anytime learning opportunity. MHA's digital learning opportunity provides a flexible environment to encourage students to become more active in learning and in the community through service learning.
    e. Establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools through the use of an online Learning Management System (LMS), allowing for the integration of curriculum benchmarks, helping track student progress on a continuous basis. Service learning opportunities and end-of-term demonstrations create a new form of public accountability. Openly-licensed curriculum materials create an unprecedented level of transparency into the classroom experience
    f. Provide opportunities for greater parental involvement in management decisions at the school level through the established Parent Organization roles, such as serving on committees.

6. Key elements of the charter school: The key elements of the Charter School, as set forth in the application, are programs and processes that make this school unique. They are included in the State Charter School Board annual review as assurances and included in the School Accountability Framework Comprehensive reviews.

   a. Maintains a large enough student population to offer all programmatic elements listed in the approved charter application.
   b. Offers distance and online education.
   c. Provides in-person experiences for students to supplement and support the digital experience.
   d. Uses personalized and interactive instruction with particular attention to helping all students achieve proficiency in core curriculum subjects.
   e. Aims to construct an active and flexible learning environment that motivates students and builds meaningful learning relationships.
   f. Provides individualized instruction and one-on-one tutoring.
   g. Encourages service learning each semester which is supported by inter-disciplinary projects.
   h. Curriculum emphasizes mastery of core subjects and college preparation.
   i. Works with various state college and universities to allow for online college-level study during high school.
   j. Course lessons may be provided both synchronously and asynchronously.
   k. Teachers are trained in the curricular emphasis and effectiveness goals of MHA as well as participating in planning how to accomplish MHA's performance goals as outlined in Exhibit A.
   l. Uses the Utah Core Standards as the foundation for lesson planning.
   m. Uses formative, state-mandated, and other assessment results, which are discussed in horizontal and vertical PLCs, to inform instruction and ensure core-standards are taught.
   n. School and teachers initiate regular communication with parents, at least monthly.

7. Opening School Year: 2009-2010

8. Grade levels and maximum enrollment:

School Year	Enrollment by grade band				Total Enrollment
	K	1-6	7-8	9-12	
2009-2010	0	0	0	125	125
2010-2011	0	0	0	250	250
2011-2012 (amended)	0	0	0	600	600
2012-2013	0	0	0	1000	1000
2013-2014 (amended)	0	0	500	1000	1500

9. Enrollment preferences permitted by board policy and 53G-6-502.

> o. children or grandchildren of founding parents,
> p. children or grandchildren of the governing board,
> q. siblings of students currently or previously enrolled, and
> r. children of school employees.

10. Structure of governing board:

> s. Number of board members: 5-9
> t. Appointment of board members: Elected by the current governing board
> u. Board members' terms of office: Three, three-year terms
> v. Meetings: Regularly, no less than 6 times per year

11. Administrative rules waived (if applicable): None

12. Additional school specific standards used to assess School Achievement in the Charter School Accountability Framework:

Measure	Metric	Targets			
		Exceeds	**Meets**	**Does Not Meet**	**Falls Far Below**
Mission Specific	Institutional contribution to OER repository.	125 lessons per year, or more than two artifacts per teacher.	100 lessons per year, two artifacts per teacher.	Less than 100 lessons per year, or less than two per teacher.	Less than 100 lessons per year and less than two per teacher.
Mission Specific	Student course completion rate of a minimum of 80%.	100%	80%	≤79%	≤59%

Measure	Metric		Targets			
			Exceeds	Meets	Does Not Meet	Falls Far Below
Relative Academic Performance	Proficiency on end-of-year state mandated tests compared to other statewide online LEAs.		School wide proficiency is higher in all tested subjects.	School wide proficiency is higher in most tested subjects.	School wide proficiency is lower in some tested subject.	School wide proficiency is lower in each tested subject.
Student Academic Gain	On a national norm-referenced test, such as STAR, % of students achieving	at least a 75% in math	80	75	65	55
		at least a 70% in reading	75	70	60	50

13. State Accountability: As defined by statute and implemented by the Utah State Board of Education by rule or Federal plan.

14. Student Engagement, Financial, and Governance Measures: Defined by the SCSB, as required by rule and statute. School will be held to the approved Charter School Accountability Framework (subject to update and revision).