

Proposal

Ettie Lee Charter Schools

June 28, 2018

Submitted by:

Ettie Lee Charter Schools Board of Directors

Carol Andersen

John C. Barlow

Nancy Barlow

Ronald J. Bateman

Sharon Hansen

Ettie Lee, a visionary in the field of educating young people who found education and life difficult to handle.

She found that to succeed in life, a young person needed to know they were loved, and that there was a support system to help them achieve their goals in life.

To accomplish this, Ettie Lee founded the Group Homes for Boys which later became known as Ettie Lee Youth and Family Services.

Today, in 2018, the Ettie Lee Foundation is bringing to students and their families, the opportunity to learn and achieve by acknowledging unique styles of learning and interests of each student while attaining the core learning required by the educational systems. This is being done through Ettie Lee Charter Public Schools, with love, expecting miracles.

Required Information

Charter School Information

1. Name of Proposed Charter School: Ettie Lee Charter Schools
2. Name of Applicant: Ettie Lee Charter Schools.
3. Authorized Agent: Carol C. Andersen
4. Mailing Address: 2339 River Bottom Road Springville UT 84663
5. Phone Number: 805 907 9017
6. Email Address: carolculverandersen@hotmail.com
7. New School Location and Location's School District(s): Statewide, Focus in Neb School District Years 1-3

Governance Structure

Name	Position	Area of Expertise	Any Charter Affiliations
Ronald J Bateman, CPA	Director –Chairman of the Board	Finance. Chairman Ettie Lee Youth and Family Services over 30 years/ Chairman: Ettie Lee Foundation	
John Barlow, JD	Director	Legal. Secretary Ettie Lee Youth and Family Services/ Ettie Lee Foundation Past Board member Exceptional Children's Foundation	
Carol Andersen, MA,MBA,	Director Agent	Education. Charter School Founder/Director	CSDC Calif. Charters; Current; APLUS+ non-classroom-based charters of California – past; Calif Charter Schools Assn, past; WASC visiting team, charter schools past;

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			Calif credentialed school administrator, current
Sharon Hansen	Director	Health and Safety. Kern County past President AADE Hospital Policies and Procedures Faculty Bakersfield College Diabetes Educator Life Coach	
Nancy Barlow	Director	Administration Volunteer Management and Supportive Services	

Enrollment

8. Year School will start: 2020-2021.

9. Grades Served: Kindergarten-12.

Does the proposed grade configuration match the resident district grade configuration?

Yes

No: *Different schools have different grade configuration in the Nebo School District*

10.

10. Grades and Specific Number of Students Served by Grade													Max Enrollment	
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 2020								100	100	100	100	100	100	600
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 2021						50	50	100	100	100	100	100	100	700
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 2022	50	50	50	50	50	100	100	100	100	100	100	100	100	1050

Waivers

11. Is this proposal seeking special treatment under UCA §53G-5-301?

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Yes

No

12. Is this proposal seeking priority consideration under UCA §53G-5-504?

Yes: *Provide a justification.*

No

A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter.

13. List any waiver requests here (i.e., Rule numbers and titles).

Signatures

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.
Name of Authorized Agent Carol Andersen
Signature of Authorized Agent 
Name of Charter School Board Chair (if different than Authorized Agent) Ronald J Bateman
Signature of Charter School Board Chair (if different than Authorized Agent)



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1. Key Elements

1a. State the proposed school's mission.

The Ettie Lee Charter Schools team recognizes that each student is an individual with different learning styles and strengths. We reach out to underachieving students and engage them by identifying growth areas and developing individual curricula.

Our goal is to give students the tools that will allow them to assume responsibility for their own education – thereby ultimately experiencing academic success as personal satisfaction and promoting self-generated choices for good.

We build a village around our students based upon respect, trust, and hope in a safe and loving environment thereby allowing the students to develop self-confidence.

1b. State the legislative purpose(s) outlined in UCA 53G-5-104 which this school specifically satisfies.

Ettie Lee Charter Schools (ELCS) satisfies the following purposes as outlined in UCA 53G-5-104:

- (1) improve student learning
- (2) encourage the use of different and innovative teaching methods
- (4) increase choice of learning opportunities for students
- (5) 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
- (6) provide opportunities for greater parental involvement in management decisions at the school level

1c. Explain how this school will promote the State Charter School Board's mission and vision.

ELCS provides for positive student outcomes by creating curricula for struggling students at risk of academic failure through using Individualized Learning Plan (ILP) for each student. The use of an ILP incorporates the learning styles and interest of each student while still maintaining a vigorous adherence to quality academic standards. ELCS advances excellence in public education through engaging underachieving and at-risk students to succeed while taking ownership of their education.

1d. List the school's key elements. The key elements of the Charter School, as set forth in the application, are programs and processes that are defining characteristics and make this school unique.

(1) Individualized Learning Plan Upon enrollment, students are assessed for their unique style of learning, interests, goals, and academic capabilities to identify any obstacles impeding their achievement. An ILP is developed based upon the assessments and a meeting with the counselor. This plan is reviewed and modified as necessary throughout the school year and annually in August for the coming school year. The student, home advisor (usually a parent) and a school representative

take shared responsibility for the student's learning plan.

All students kindergarten through grade 12, parents and school representative sign this document; however, in the lower grades, the responsibility is on parents, then gradually the student takes on the responsibility of his or her learning plan.

(2) Project based learning: This is sometimes called experiential learning, especially in the lower grades (K-6) and it becomes part of the learning experience for younger students. By middle school and high school, project-based learning is usually an off-campus experience. This project-based learning may require the student and/or parent to propose a directed study course and may require learning material for academic study to parallel the experience. However, it could also be a school-sponsored event.

3. Core learning: In grades K-12, core-subject proficiency will meet or exceed Utah State's standards as represented on the Utah Education Network website, or any other document that represents expectations for proficiency for education in Utah. Where there are adopted textbooks, ELCS will use those and supplement learning, based on each student's ILP.

4. On-and-off campus engagement in coursework: **On-campus** there will be a) supervising teachers who will be available on an as-needed basis for parents and students. This person also prints out a copy of the weekly learning guide based on the student's ILP. Weekly engagement with this teacher is critical for successful learning. This standard may be waived under special circumstances and that waiver is documented in the ILP. b) On campus, there are also specialists in core subjects, who are responsible for oversight of learning in their specialized field of education. Core specialists, (including special education specialists, fine arts specialists and core subject specialists, counseling staff, and librarians) are available for meetings. They are also available for consultations with supervising teachers and other personnel who have a need or desire to learn more about their area of expertise. c) Students may come to campus for small group and library study. d) The administrative offices are also on campus as well as the book and materials center.

Off Campus: the bulk of the learning takes place using the learning guide. This learning includes textbooks, experiential learning, work-study opportunities, and directed studies. In addition to the learning guide, the student has an obligation to keep a log of work performed to submit to the teacher as partial fulfillment for their grade.

1e. Describe the academic goals of this school.

Students become prepared for the future in academics, careers, and community

ELCS students will prepare for the future in academics by completing assignments weekly using a variety of methods. This learning will be reviewed by weekly quizzes, chapter tests and midterm and final examinations designed to show mastery of the learning module in each learning period.

ELCS students grades 7-12 will prepare for careers by completing a one semester elective course in career exploration during their first semester on campus. Each year the student may elect to review additional career opportunities as desired. Elementary students will have career related assignments built into their social studies, math, English and science classes.

ELCS students will develop an awareness of citizenship in the community by having assignments in their social studies classes relating to community awareness and participation. All students grade K-12 will have specific community assignments in their lesson guides each month.

Students achieve at grade level or above, 80% of the time

By targeting areas of success and areas for growth, and through individualized learning which allows for improvement, all students will overcome their deficiencies and continue to achieve at grade level 80% of the time.

Students become critical thinkers

Through use of questioning technique in each assignment, students will respond to a variety of questions that measure learning. Questioning types will include assessing for cognitive learning, convergent thinking and evaluative thinking. This will be part of each learning guide in each lesson.

Families and teachers in all grades will learn how to replace their underachievement orientation and become achievement oriented.

Through periodic trainings and learning guides, the ELCS team, including students, parents, staff and board members, will be trained in the difference between achievement and underachievement. One training a semester will be given either in learning guide form, or in a face to face presentation. Ongoing examples of achievement/underachievement will be presented at least once in each course of study.

2. Program of Instruction

2a. Does the school intend to offer any of the following programs:

- Career education is a focus of the charter school.
- Distance and/or online education will be offered.
- A partnership with a four-year college or university to offer early college options will form.

2b. Briefly present the overall vision for how the school will operate.

Enrolled students will establish their ILP by reviewing predominant learning styles (Gardner), their academic posture (pretest in math and English), their interests, and future plans. Core courses will be assigned, elective courses determined, and students will be given weekly individualized lesson plans to accomplish. Students/parents will meet weekly with credentialed educators who will assess work accomplished, and then assign the course of study for the next week. Students may work independently or in conjunction with teacher aides who will be available at the learning centers.

Students may choose to come together for periodic social activities sponsored by the school. Each grade level will have age-appropriate curricula in leadership, service, career and technology. Monthly family activities will bring unity and community to the educational process.

2c. Describe the school's overarching educational philosophy.

Our team at ELCS believes that the purpose of schooling is to equip every student with strategies, and skill sets to navigate adult life with self-confidence, a sense of community, and to become a lifelong learner. The role of the teacher is to mentor, guide, and facilitate the learning based upon state standards presented in an individualized prepackaged set of assignments including textbook learning, online learning, and experiential learning. The supervising teacher meets weekly with the student, reviews assignments, and reinforces the student's successes. Subject-matter teachers oversee curriculum development and individualization of lessons for students requiring modification. At ELCS we believe in individualization of education because each student is different. At the same time, we maintain the standards expected by the state of Utah.

2d. Provide a description of the intended educational program that includes methods of instruction and either sample curriculum choices or a description of how curriculum will be selected/developed.

Initially, students will take on-line assessments in key areas of math, English and science which will indicate a core level of understanding. The student then meets with a counselor who will review their assessments and transcripts. Together they will determine the courses the student will take. If the student has a learning disability or language deficit, curriculum and assignments will be modified to reflect those needs.

Core courses will be offered through assignments created through a platform such as School Pathways, an online subscription service, where teachers can upload their assignments and download them to meet the needs of the individual learner. Usually, an entire semester of work can be uploaded and assigned periodically as the student is ready. These assignments are usually provided to the student monthly and lessons are reviewed with student in a weekly meeting with a teacher, face to face in a mutually-agreed-upon location. The student will take periodic assessments (usually monthly) to show understanding of the material presented. Assignments will be made using standard adopted textbooks that have online curricular materials available to assist with student learning. Subject matter tutors will be available at the learning center to assist struggling students.

For example, student John Doe is a high school sophomore who struggles with math. His pre-assessment shows that he is behind in multiplication. He meets with the counselor and they decide he will take Sophomore English, Integrated math, US History, and Biology. It is decided that in conjunction with his math course, John will practice in the first week of school until multiplication is learned, and then start the integrated math class. In discussion with the student, it is determined that John loves to work with animals. In conjunction with a local veterinarian, John signs up for a semester of study working with the Veterinarian as an apprentice. Semester credit will be given based on time on the job, report from the veterinarian, textbook / online study of the work expectations in the field. To fill out John's semester of study, a sixth course is selected: French. The

French course will be taken through a trusted vendor who supplies online classes in World languages, or John may be able to co-enroll in a course at a local college.

2e. Provide a description of how the Utah Core Standards will be taught and assessed in the school.

Students will learn all courses by studying the core curriculum via text, where there has been a state adopted text, through experiential learning opportunities that address the lesson plan, through laboratories provided on campus, and through online experiences tailored to the lesson that is being provided.

Through the lesson guide provided by the course teacher, students will be given expectations for success in each course. Grading standards, expectations for course success, and course assessments rubrics will be posted for ongoing review by each student and their supervising teacher, who oversees the overall student performance and serves as a mentor week by week.

Lesson guide lessons will include a text reading, taking quizzes available either in the text, online or teacher made. In addition to the text reading, assignments will be given to show the student's understanding of the principles being taught in an applied environment. These assignments will reinforce the basic learning from the textbook through other aspects of learning, including fine arts, experiential learning and other applied opportunities.

Subject teachers will assess completed coursework, quizzes and tests. Students may be permitted to retake quizzes until a grade of 90% or greater is attained. Tests will be minimally given at the end of each chapter and unit of coursework. Scores will be posted on student dashboard, available to their parent, to supervising teacher, counselor, administration and special education teacher, if applicable.

Throughout the 12 grades, all students basically have the same standard of performance. Testing strategies and content will be based on state standards; while there will be some discrepancy to the core teacher to apply the grades of the assessments.

2f. Explain how the school will meet the needs of all students, including special education students, advanced students, students with disabilities, educationally disadvantaged students, and the like.

A special education specialist will review records, respond to parent/teacher/student requests for assessment. A counselor will be available as an interventionist to determine scope of the needs of the student. Students identified with English language difficulties will be assessed and learning plans will be modified to accommodate their needs. Advanced students will be given courses in Early College Advanced Placement program at a local college, or co-enrollment in college to provide for their continued success.

2g. If any grades 9-12 will be served, explain the proposed graduation requirements.

The proposed graduation requirements will meet those set by the state of Utah, namely:

English/Language Arts (4 Credits)

- **Mathematics (3 Credits)**
- Successful completion of Secondary Mathematics I, II, and III or higher.
 - Parents may request that students replace Secondary III with a course from the Applied or Advanced approved course list.
 - Students who successfully complete Calculus have met graduation requirements regardless of the number of credits they have taken.
- **Science (3 Credits)**
 - 2 Credits (from the four science foundation areas; Earth Systems, Biological Science, Chemistry, AP Computer Science, or Physics).
 - 1 Credit (from the foundation courses or the applied or advanced science core list).
- **Social Studies (3 Credits):**
 - 1 Credit (U.S. History)
 - 0.5 Credit (Geography)
 - 0.5 Credit (Civilization)
 - 0.5 Credit (U.S. Government and Citizenship)
 - 0.5 Credit (Economics)
- **Directed Coursework (3.5 Credits):**
 - 1.5 Credit (Fine Arts)
 - 1 Credit (CTE)
 - 0.5 Credit (Computer Technology)
 - 0.5 General Financial Literacy
- **Physical Education Health (2 Credits):**
 - 0.5 Credit (Health)
 - 0.5 Credit (Participation Skills)
 - 0.5 Credit (Fitness for Life)
 - 0.5 Credit (Individualized Lifetime Activities)
 - Optional: 0.5 Credit Maximum (Team Sport/Athletic Participation*)
- * Can be used in place of Participation Skills or Individualized Lifetime Activities only.
- **Required Electives (5.5 Credits)**

Total Credit Hours (24)

2h. If any boxes were checked in 2a, please elaborate.

Career education will be embedded in the coursework of elementary school programs. A specific one-semester course will be required in grade 8, and again in grade 10. College-bound students will be given the opportunity to attend classes at the local colleges. The counseling department will have career orientation programs strategically offered in middle school and high school. A counselor will meet with every high school student to discuss post high school options. Career exploration courses

will guide each student through a variety of careers based on the current occupational titles. Specific opportunities to work through guided work experience will be available for HS students.

Distance learning: This model of learning is primarily a distance learning model, however, to maximize student outcome, a learning center will provide enrichment and tutoring opportunities for all students who either wish to come in, or in some cases, be required to come in, based on teacher assessment of student performance.

3. Market Analysis

3a. State the school's intended location. Be as specific as possible. If the exact location is unknown, describe the characteristics of the areas the school will be seeking and how the governing board will find and acquire the location.

ELCS has not determined a site for the school. We are looking in the Nebo School District, perhaps Springville – Spanish Fork – Mapleton area. We plan to provide a school in a community where overall student performance (based on annual testing) is lower than the state average, and at risk / underachieving students score far below the school average. A survey of schools in the Nebo School District, as found in GreatSchools.com, shows a significant difference in the scores of underserved students to the general student population. The general student population tend to score in the lower 50th percentile in proficiency while the underserved students score in the lower 25th percentile.

The physical location will have open space for the learning center, library, academic, and social activities. It will also have quiet space for administrators, counselors, tutoring and special education staff. The space will be a minimum of 6,000-12,000 square feet with adequate bathroom facilities, plumbing for portable wet labs, and art classes. The building must meet state and local requirements for educational facilities. The ideal location will have 30-40 parking spots and grassy area for children to play. The board recognizes that the initial location may not be sufficient for growth and will need to plan to have enough property to add on, or to recognize a need for additional locations.

ELCS ultimately seeks to build or purchase a facility that matches our goals. Until funding is available to purchase a facility, ELCS will rent or lease space that fits our description above.

3b. Justify why this school's educational program is needed in the selected location.

ELCS's educational model addresses the student who is achieving in the lower 50th percentile. In the Nebo District, that accounts for almost all the schools serving grades 7 to 12. There are many reasons students who fall into the below and far below basic criteria are not successful in a classroom environment. Based on a model put forth at <http://www.dreambox.com/individualized-learning>, students have greater success when they have control over their educational process, and can move at their own pace through material that is consistent with their interests and academic abilities. Students who fail in the classroom environment thrive in their self-guided education when an attending adult monitors daily school activity, a supervising teacher oversees assignments,

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credentialed teachers assess and monitor assignments, and the school provides a warm, nurturing environment.

As described in academic work of Shelagh Gallagher, Ph.D. in her work on Engaged Education found at <https://www.rfwp.com/samples/whats-wrong-with-you.pdf>, underachievement can be alleviated by the student having control, choice, challenge, complexity and a caring teacher. Traditional education, by its very nature, offers only limited choice, challenge and control. Our program turns education upside down. The student is responsible for his/her own education. Through an individualized learning plan, the students make choices of curriculum based on pre-enrollment assessments of academics, interests, career goals, and meetings with a counselor.

In our ongoing conversations and visits with business leaders in the Utah Valley, residential treatment centers, existing charter schools, and curriculum specialists, we have been told repeatedly that there is a strong need in the community for the ELCS, where the village that is created will support the students' discovery of learning and each student is a valuable contributor in life.

3c. Provide the demographic information for the selected location.

A survey of Great!schools.com, shows

School Name	Grades Served	Enrollment	English Prof	Math Prof	Sci Prof	Students with Disabilities prof science	Advanced Placement Pass Rate	ACT Score (out of 36)
Springville High	8th - 12th	1439	43%	36%	43%	5%	21%	21
Maple Mountain	10th-12th	1384	47%	37%	51%	10%	59%	22
Salem Hills	10th-12th	1273	40%	37%	34%	15%	66%	21
Spanish Fork	8th-12th	1247	39%	38%	54%	10%	64%	20
Payson	High School	1250	27%	21%	27%	5%	37%	19
Total High School		6593						
Payson Jr High	7th-9th	1020	46%	39%	43%			
Salem Jr. High	7th - 9th	1003	52%	45%	45%	16%		
Springville Jr High	7th-9th	1058	42%	46%	49%	12%		
Spanish Fork Jr High	6th-9th	1081	46%	47%	60%	13%		

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Total Jr High		3142						
Sage Creek School	K-6th	785	51%	54%	59%	25%		
Rees School	PK-6th	675	45%	54%	53%	35%		
Goshen School	K-6th	360	46%	49%	53%			
Brookside	PK-6th	756	47%	51%	51%	25%		
Riverview	K-6th	921	55%	61%	63%	25%		
Foothill School	K-6th	779	55%	53%	56%	45%		
East Meadows	K-6th	838	56%	57%	62%	15%		
Spring Lake	PK-6th	766	51%	54%	61%	35%		
Canyon School	PK-6th	662	49%	52%	61%	65%		
Mt Loafer	PK-6th	539	54%	57%	53%			
Mapleton School	PK-7th	696	56%	61%	58%	35%		
Taylor School	PK-6th	573	50%	48%	53%	25%		
Salem School	PK-6th	515	48%	46%	55%	35%		
Spanish Oaks	PK-6th	604	44%	46%	40%			
Santaquin	PK-6th	696	38%	42%	46%	25%		
Art City School	PK-6th	626	48%	44%	48%	25%		
Larsen School	PK-6th	469	38%	38%	56%	35%		
Orchard Hill	K-6th	809	41%	42%	53%	25%		
Cherry Creek	PK-6th	874	41%	47%	49%	25%		
Brockbank	PK-6th	560	39%	38%	46%	35%		
Westside	PK-7th	819	40%	41%	45%	25%		
Wilson	PK-6th	519	38%	37%	45%	35%		
Barnett	PK-6th	553	34%	37%	38%	35%		
Total Elementary		15394						
Total Enrollment		25129						

3d. Explain in detail how the proposed mission, vision, and program of instruction align with the educational needs of the population described in 3c.

The term underachieving student or at-risk student is measured primarily by scores on standardized tests, behavioral observations by teachers or others. Too often these observations are just the surface of identifying the problem.

S. Gallagher, in her work states that underachievement is a symptom, she references work by Peterson and Colangelo in a 1996 study citing nine observable qualities of underachievement and 18 causes of underachievement.

In the target area of the Nebo School District, based solely on annual test scores, most students fall into the lower 50th percentile for proficiency in math, English, and science. Then, taking into consideration the students with disabilities, the numbers fall far below the district norm of 50 percent. Also, lower socioeconomic students and Hispanic students fall further behind than the school norms.

By individualizing the students' work, meeting with students in small groups or one-on-one sessions, teachers can ask questions and students receive more quality time with all teachers, and the observable qualities and causes of underachievement can be addressed. Students are heard and valued. Students then start to achieve. Teachers have tools and time to counsel with their students since their curriculum and assignments are provided elsewhere. The student begins to develop into a lifelong learner, who sees hope and excitement in life.

The seeds of underachievement start when children are little. The elementary component to our school will assist families change habits that teach underachievement.

3e. Provide the characteristics of the proposed charter school that sets it apart from other schools in target location.

ELCS gives preference to the underachieving student. In our research of schools in the Nebo School District, most schools do not give preference to these students.

Each student has an individualized learning plan in which core subjects and elective courses are established for the individual learner. Lesson guides can be modified in accordance with an overriding Individualized Education Plan, produced in conjunction with the Special Education staff.

Learning primarily takes place off campus and students gather together for activities, either curricular or extracurricular.

Each student has a home advisor, usually the parent. This person agrees to oversee the daily work of the student and is held responsible for that daily review of work. In the lower grades more responsibility falls on the home advisor to see that the student completes the work. As student takes on more responsibility, the home advisor is less active.

At ELCS the student has control, choice, challenge, complexity and caring teachers and administrators. At ELCS, a village comes together to serve each individual student showing respect trust, hope and success.